MIDDLEBURY COLLEGE BULLETIN
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Middlebury Language Schools

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FRENCH GERMAN ITALIAN SPANISH

MIDDLEBURY COLLEGE BULLETIN

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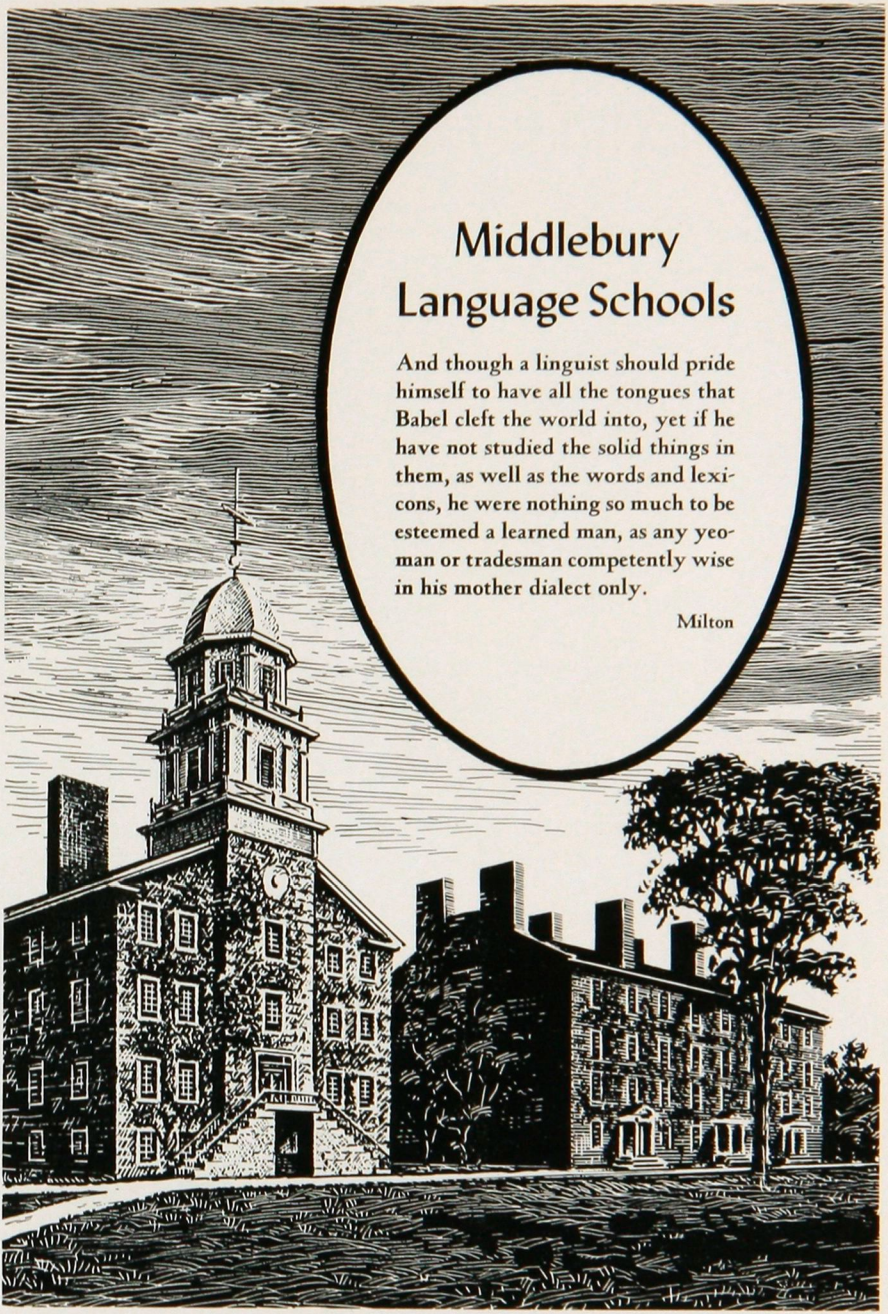

Middlebury
Language Schools
And though a linguist should pride himself to have all the tongues that Babel cleft the world into, yet if he have not studied the solid things in them, as well as the words and lexicons, he were nothing so much to be esteemed a learned man, as any yeoman or tradesman competently wise in his mother dialect only.
Milton

The Middlebury Language Schools

1942 SESSION

NOTE: The Administration reserves the right to make any changes without notice in courses, staff, fees, etc., which may be deemed necessary under prevailing conditions.

The Idea The Middlebury Language Schools stand for the thorough preparation of language teachers through efficient methods of teaching, a mastery of the spoken and written language, and an intimate knowledge of the life, institutions, literature, history, and culture of the foreign country. Success hinges upon the consistent enforcement of the Middlebury idea–the segregation of students from contact with English; the concentration of the work of each student upon the foreign language; the exclusive use of the language in and out of classroom; and the careful supervision and coordination of courses to meet the different needs of all students. Each school has its separate residences and dining halls and a faculty of native instructors. *For the seven weeks of the session, the foreign language is the sole medium of communication in work and play. From the day of arrival, students are pledged to speak the foreign language.*

History The Middlebury Language Schools were the pioneers in the development of segregated, specialized summer schools for the study of modern languages in this country. The German School was founded in 1915, followed by the French and Spanish Schools in 1916 and 1917 respectively. These schools represented a distinctive contribution to educational progress in America, and quickly won for Middlebury an international reputation. In 1920, the Bread Loaf School of English was begun on a similar pattern, and has prospered in its mountain setting. The German School was reopened in 1931 and located in the neighboring village of Bristol. In 1932, the Italian School was added to the two other Romance Language units on the Middlebury Campus.

The Emergency The schools are primarily devoted, as they have been for more than a quarter of a century, to the professional preparation of the teachers of languages. But with the war has come increased responsibility, a greater scope of service. Because of their wide reputation in the field, the Language Schools of Middlebury College are designated to play an important role in providing linguists for government agencies, as translators, radio broadcasters, interpreters, censors, commercial attachés, etc. Wherever a good grounding in understanding, speaking, and reading a foreign language is of primary importance, the type of teaching in the Middlebury Language Schools will prove most valuable.

But along with their contributions to the immediate effort, the schools will continue to devote themselves to the essential objective: to make even clearer the enduring values represented by the best in each country's civilization. Thus, when the war has been won, and foreign cultures are once more free, Americans may be ready for a durable peace, and prepared for international cooperation, based upon a true understanding of their heritage.

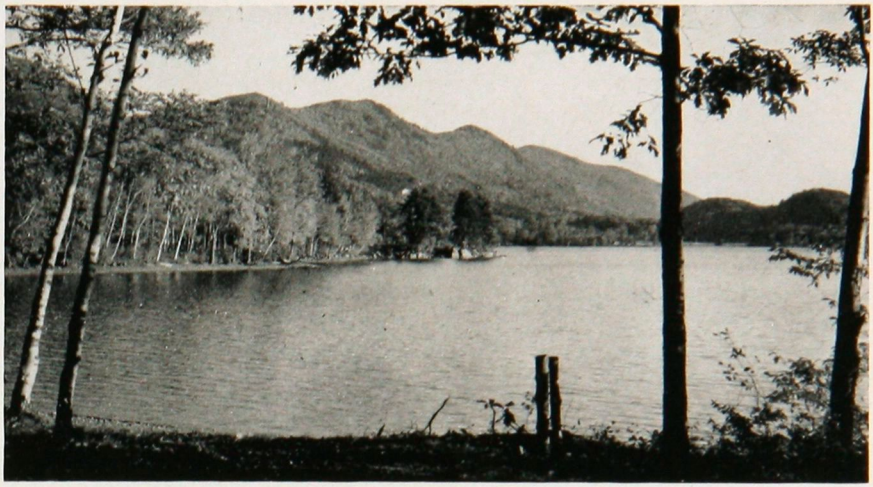
Academic Status The work of the Middlebury Language Schools has attracted increasing interest from American educators. Among the students enrolled every summer are to be found college professors as well as teachers, heads of departments, and principals of secondary schools. The summer of 1941 brought students from forty different states and countries, including Argentina, Arizona, Canada, Colorado, California, Florida, Louisiana, Oregon, Texas, Utah, Washington. Two hundred thirty-seven colleges and universities were represented. Eighty-six per cent of the students held baccalaureate degrees, and twenty-five per cent held the Master's degree or the Doctorate. The majority of the students are candidates for advanced degrees. Forty-six Master's degrees were awarded in August, 1941, and two Doctorates in Modern Languages.

Teacher Training The value of the training is recognized to such a degree by school boards and institutions employing language teachers that not infrequently they defray or contribute toward meeting the expenses of teachers attending the Middlebury Language Schools. The U. S. Army and Navy have long sent representatives to the schools. Now that foreign travel is impossible, a summer of study at one of the Middlebury schools is its nearest equivalent, providing courses completely suited to the needs of American teachers, and giving uninterrupted and intensive training in the use of the language, as well as courses in professional technique.

Location The Middlebury Language Schools are located in a lovely Vermont countryside, at the foot of the Green Mountains, and about twenty miles from Lake Champlain. The Romance Language Schools occupy the campus of Middlebury College, founded in 1800 and still one of the most charming of New England colleges. The life of the German School centers around the quaint village green of Bristol, twelve miles away and nearer the mountains. The summer climate is delightful, with clear dry breezes, cool nights, and sufficient rain to keep the meadows and woods richly green and soft. Among the memories of students who have spent a summer here are pictured many scenes of Vermont mountains and forests; the valley of the winding Otter, Lake Dunmore in its hollow among the hills; the Adirondacks, pink in the morning sun, or the eastern range growing purple in the twilight.

Atmosphere The central purpose of the schools is to make everything about the life of a student during his stay contribute as richly and as pleasantly as possible to the thing for which he came, the mastery of the language. Similarity of aim among students coming from widely separated sections of the country fosters good comradeship and an *esprit de corps*; while constant association with instructors at the dining tables, in songs and games, on hikes and picnics, no less than in the classroom, brings both inspirational and intellectual stimulus. Any language pursued under such conditions quickly becomes a subjective element in the life of a student. A high ratio of instructors to students is maintained, approximately one to eight.

Recreation No college in the East offers more attractive opportunities for out-of-door recreation than are found at Middlebury in summer. The program of studies is so arranged as to leave late afternoons and Saturdays free. Groups of students frequently spend an afternoon at a lake side or hiking in the mountains. Party lunches are provided at a reasonable charge. Among the most enjoyable features of a summer's sojourn at Middlebury are the campfire suppers and informal picnics of these friendly groups. Unusual opportunities are afforded by the Battell Forest of 13,000 acres, belonging to Middlebury College. Week-end hiking parties on the celebrated Long Trail of the Green Mountains have been popular. Swimming may be enjoyed at Lake Dunmore, or at Bartlett's Falls in Bristol. The tennis courts on the college campus are reserved for the use of students who pay a fee of $3.00 for the session. There is an excellent golf course within walking distance of the campus, which students may use at small charge. At Bristol, tennis courts have also been placed at the disposal of the school, and a golf course is within easy reach.



Lake Dunmore

Good automobile roads provide opportunity for trips into rural Vermont, to Lake Champlain, Lake Dunmore, Mount Mansfield, Ticonderoga, Ausable Chasm, the Adirondacks, Lake Placid, Lake George, and the White Mountains, any of which can be visited in a day's trip.

Admission In all the schools students may enter without examinations and without being candidates for degrees. It should be noted, however, that the Middlebury Language Schools are, by reason of the students attending them and the nature of the courses given, essentially graduate schools requiring the highest degree of application and study.

No student will be admitted unless his qualifications are approved by the Dean, and the right is reserved to place all students in the classes best suited to their advancement. Undergraduates are required to submit special recommendations from their professors, indicating adequate preparation.

No student will be admitted to the schools unless he is able and willing to use only the foreign language, during the entire session, even in the individual dormitory rooms. This rule, which has become a cherished and unique tradition of the schools, and which is a fundamental of the Middlebury method, goes into force from the moment the student enrolls. Students may, of course, use English in their dealings with the people of the village, but even in these cases, students are not supposed to speak English to each other. This rule holds good for all picnics and excursions. At the opening of the

schools, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who willfully break this rule. Only the Director or the Dean may grant temporary release, upon occasions which may warrant it.

Cooperation The Middlebury Language Schools maintain the closest cooperation with each other. An enrolled student may visit any courses in his own school, or in any of the other schools, without extra charge. He may also enroll for credit in courses in another school on payment of a nominal fee, if by reason of his proficiency he receives the consent of the Deans of both schools. (See page 11.) By special arrangement, a student enrolled in one school may be permitted to take part or all of his meals in the dining hall of another school if an exchange can be arranged. Permission must be secured from the Deans of both schools, and the student should state his wish when reserving accommodations, in no case later than the end of the registration period. It should be noted that because of the distance involved, such arrangements are more difficult between schools on the Middlebury campus and the German School at Bristol.

Beginners' Courses Special beginners' courses in French, German, Italian, Portuguese, and Spanish will be offered on the Middlebury campus, if there is sufficient demand for them. They are not open to members of the same school, and thus constitute no violation of the Middlebury rule that students must be able to speak the language of their school. The courses are offered at no extra charge to students enrolled in another of the language schools; or by special arrangement to persons not enrolled in any school. The courses in French and Portuguese are to be given for the first time this summer. The opportunity to begin the study of these languages is offered with a view to their especial utility in the national emergency. *For detailed descriptions of the courses, see pages 25, 46, 57, 63, 82. Students interested should communicate with the Dean of the school concerned.*

Credits Students who desire credits must indicate that fact when they register, and, if candidates for a Middlebury degree, they must present evidence of their qualifications before their work will be counted, either for baccalaureate or advanced degrees. An official transcript bearing the seal of Middlebury College will be issued upon application to the Recorder of the Language Schools. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, nor to students who do not take the final examinations.

Not more than six credits may be gained in one summer by an undergraduate, and not more than eight credits by a graduate student. (See pages 33, 50, 61, and 77.) A graduate student must receive a mark of "B" in a course in order to obtain credit for that course. The undergraduate passing mark is "C," subject to the regulations of the student's own college. One credit or point is equal to one semester hour, that is, one recitation a week during a semester, or fifteen class exercises. Each summer course meeting daily (five times a week for six weeks) is equivalent to two semester hours.

Examinations In each school the last days of the session are devoted to the final examinations. They are required of students who desire credits, transcripts, or recommendations, and it is advisable that all should take them. The New York State written Examination for Approval of Oral Work is given at Middlebury early in August.

The Master's Degree Candidates for the Master's degree must hold a baccalaureate degree from some college approved by the Committee on Graduate Work. To obtain the degree of Master of Arts at Middlebury College, thirty credits are necessary. Twenty of the thirty credits must be earned at Middlebury College. Thirty credits may be gained by proficient students in four summer sessions. Students with six or more credits accepted from other institutions may complete their work for the Master's degree in three summers. The Committee on Graduate Work (Prof. H. G. Owen, chairman) will pass upon the credentials and courses of candidates for the Master's degree. Students desiring to transfer graduate credits earned at other institutions should present them to the dean of their school for recommendation and transmission to the Committee on Graduate Work.

Study in a foreign country in approved summer courses may be counted toward the M. A. degree from Middlebury. Each individual case must be approved by the dean, and sanctioned by the Committee on Graduate Work. Six credits may be allowed for an equivalent of ninety hours of class exercises followed by examinations. Six credits is the maximum allowed for a summer session of foreign study. In any case, twenty credits for the M. A. must be gained at Middlebury College.

Students desiring to count credits taken at Middlebury toward degrees to be secured elsewhere should obtain permission to do so from the institution to which they wish the credits transferred.

Degrees are conferred both in June and in August following the completion of the work. A fee of $15 is required for the diploma.

The Degree of Doctor of Modern Languages In addition to the Master's degree, Middlebury College offers, through the Language Schools, the advanced degree of Doctor of Modern Languages (D.M.L.). The principal requirements are:

1. The Master's degree, with a language major, from some recognized university.

2. Residence at Middlebury College equivalent to five year-courses or thirty credits. This will ordinarily require four summers' residence, but the basis of the requirement is chiefly the fulfillment of a program, not merely a given total of points. The student will be required to complete the main lines or groups of the curriculum–Philology, Stylistics, Phonetics, Literature, Civilization, and Teaching Methods. The equivalent of ten credits of approved work beyond the Master's degree may be transferred from other institutions.

3. Two semesters' residence in a foreign country of the major language. This time should be spent in study in approved courses amounting to twelve hours a week (or twenty-four semester hours) of class exercises, or equivalent research. The work must be done according to a plan previously approved by the dean of the respective school, and the final results must also be approved by him. Work done in a foreign country prior to the student's enrollment as a candidate for the D.M.L. cannot be accepted.* Summer sessions may not be substituted for this requirement of two semesters' foreign residence.

4. A major language.
   a. A thorough knowledge of and the ability to use the spoken and written language, tested by an oral and written examination.
   b. A thorough study of and training in phonetics. Candidates will be required to do one summer's work in a phonetics laboratory, and to write a report on their research.
   c. A scientific study of modern methods of teaching foreign languages. Statements will be requested from superintendents of schools, heads of departments, and others as to the success of the candidate's teaching and his professional ability. No student will be granted the D.M.L. who cannot be unqualifiedly recommended as an experienced and successful teacher of the language.
   d. A knowledge of philology, and of the morphology of the language.

5. A final oral examination conducted entirely in the major language, before a board including native members of the faculty; this examination to cover all elements of the candidate's preparation.

6. A minor language (preferably a Romance Language). This will be tested by an oral and written examination. The candidate's knowledge of the language should be sufficient at least to teach successfully the intermediate courses in the language.

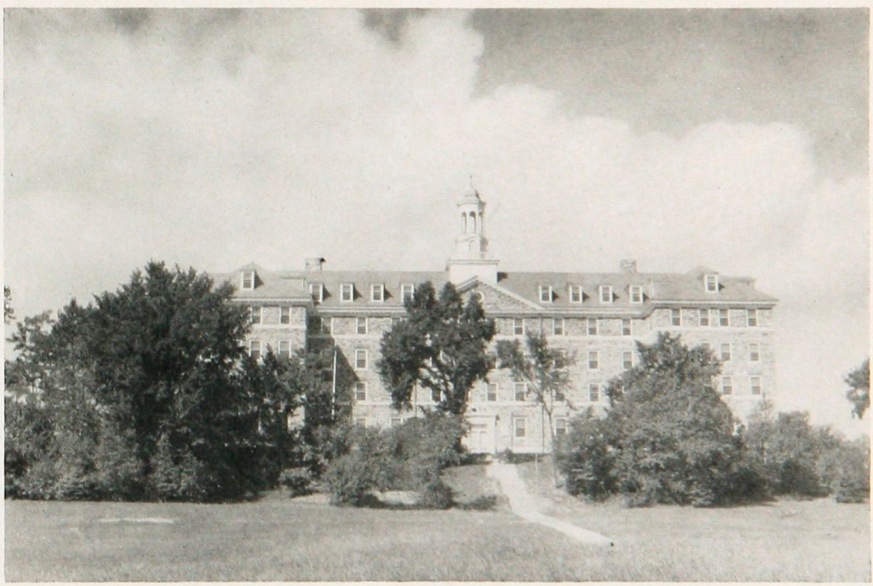
7. A reading knowledge of a third modern language. For majors in a Romance Language, German is recommended.

*During the present emergency the director of each school will consider possible exceptions to this regulation concerning advanced foreign study done prior to the student's enrollment as a candidate for the D.M.L.

8. A dissertation in the major language. This dissertation, which should approximate 35,000 words, is intended to prove a thorough understanding of some subject, literary, phonetic, or pedagogical, which is worth a careful study. It must embody considerable original work and reflection, must show a mastery of the field, clearness of thought and must be written in correct and easy style. The subject must be chosen and the preparation continued under the guidance of some member of the Middlebury faculty.

Offices The Language Schools enjoy the full use of the buildings and grounds of the College. The office of the President and Director of the Language Schools is on the third floor of the Old Chapel. The office of the Director of the French School is in Forest Hall, and that of the Dean is in Le Château. The office of the Director of the Spanish School is in Painter Hall. The office of the Director of the Italian School is in Gifford Hall. The offices of the Director and Dean of the German School are at the Bristol High School.

Living Accommodations At the Romance Language Schools on the Middlebury campus, students are accommodated in the college dormitories and board is provided in the college dining rooms. All rooms are completely furnished by the college; blankets, sheets and towels are supplied. Arrangements for personal laundry may be made after arrival, with the matrons of the halls of residence.



Gifford Hall

At the German School at Bristol, students are accommodated in private homes near the school; board is provided at the Bristol Inn, which is also the center of the school's social life. Rooms are completely furnished; bedding and linen are supplied.

Opening of the Session The Romance Language Schools at Middlebury will open the session of 1942 on Friday, July 3, and will continue until August 20th. August 17 and 18 will be taken for final examinations. Classes are conducted five days in the week. The houses of residence will open to receive students on Friday, July 3, and lunch will be served at 12.30 p. m. No guests can be received earlier. All houses will close after lunch, Thursday noon, August 20, and no guests can be accommodated after that time. On Sunday afternoon, July 5, at five o'clock, the formal opening of the schools will be held at Mead Memorial Chapel. The students of all the Romance Language Schools are requested to be present at these exercises. President Moody will welcome the students and introduce the visiting professors.

The German School at Bristol will open its session on Monday, July 6, and will continue until August 20. The opening exercises will be held Monday evening, July 6. The houses of residence will be open to receive students on Monday, July 6, and the first meal will be served at 6:30 p. m. No guests can be received earlier except by special arrangement. All houses of residence will be closed after breakfast, Thursday, August 20, and no guests can be accommodated after that date.

Registration of Students It is important that immediately upon arrival students should consult the Director or Dean of their school in regard to the definite selection of courses. At the Romance Language Schools, the Deans will be at their respective offices from 9 a. m. to 12 m., and from 2 p. m. to 5 p. m. Friday and Saturday, July 3 and 4. The offices of the Recorder and the Treasurer of the Language Schools will also be open on those days.

At the German School, the Director and Dean will be at the school library in the Bristol High School on Monday, July 6. After this consultation, the students should register with the Recorder of the Language Schools, and pay all bills at that time.

In all the schools, late registration after the first day of instruction will be accepted only on special permission secured in advance from the Dean, and will be subject to a fine.

For further information concerning arrival and registration, see pages 37, 52, 62, 80.

Fees The following information about fees should be carefully noted:

French In the French School, rates vary according to the houses of residence and single or double occupancy of rooms. The inclusive fee for registration, tuition, board and room will be from $200 to $245. Nearly all the desirable single rooms may be secured at $235, while a large number of comfortable double rooms are listed as low as $210.

Italian A uniform fee of $225 will cover tuition, registration, board and room. Since the rooms vary in size, location and arrangement, reservations will be made in order of application.

Spanish A uniform charge of $225 covers registration, tuition, board and room, in the Spanish School. Rooms will be reserved in the order of application.

German A uniform charge of $215 covers registration, tuition, board at the Bristol Inn and room for the period of the session. Rooms will be assigned in order of application, the most desirable rooms being given to those students who make early reservations.

Room Deposit Since accommodations are limited, it is advisable that room reservations be made as early as possible. Rooms will be held without charge prior to April 15, after which date a retaining fee of $10 is required. This fee will be credited on the student's account at the opening of the session when the balance of the account is payable. In case of cancellation before May 15, the fee will be refunded. In case of cancellation after June 15, the fee will be forfeited. Cancellations received after May 15 and up to June 15 will be credited to the student's account for the following year, *for one year only.* (A fee carried over from the previous year is *not* subject to refund under any circumstances.) Correspondence regarding room reservations may be addressed to Miss Virginia Ingalls at the Language Schools Office.

Non-Resident Students The tuition fee for students rooming outside is $110. Such persons may be boarded in the dining halls, if there is place for them.

Visitors All courses are open to visiting at any time by students regularly enrolled in any of the Language Schools. Such visitors are not entitled to take part in the class discussions, nor to receive attention from the professor. Persons who are not members of these schools may enroll as visitors under the above conditions, on payment of a fee of $10.00 per week, with a maximum of $40.00 for four weeks or more. Visitors are also entitled to attend social events and evening entertainments. To enroll as a regular member of a course, a student must pay the full tuition charge.

Other Schools A student registered in one of the Language Schools may, on permission, enroll for credit in courses in another of the Language Schools, on payment of an extra fee of $10 per course. Such additional enrollments will be received at the end of the first week of classes. He may also be permitted to take part or all of his meals in the dining hall of another school if an exchange can be effected; such an arrangement must be requested during the registration period. See page 6.

Late Registration Fine Students registering after the first day of instruction will be required to pay a fine of $3.00 for the first day and $1.00 additional for each day during the first week of classes, after which no registrations will be accepted.

Transcript Fees An official transcript bearing the seal of Middlebury College will be

issued without charge upon request to Mrs. Pamelia S. Powell, *Recorder of the Language Schools*. This transcript will note the names of courses, grades attained, and credits earned. No certificates will be given for attendance, and none to students who do not take the final examinations. A fee of $.50 is charged for each additional transcript, bearing one summer's credit. A fee of $1.00 is charged for transcripts covering credit of two or more summers.

Refunds Owing to fixed obligations for service, instruction, and maintenance, persons arriving late or leaving school before the close of the session, must not expect reimbursement of any charges for the unconsumed time. No allowances will be made for week-end absences.

Payments Students are urgently advised to avoid unnecessary delays and inconvenience by bringing all money for fees, board, and lodging, etc. in the form of money orders, express checks, or cashier's checks of an accredited bank. Checks should be made payable to Middlebury College.

Self-Help For scholarships and opportunities for service, see pages 38, 52, 64, 80–81.

Student Mail In order to insure prompt delivery of their mail, students in the Romance Language Schools should have all letters and other mail matter addressed to the house of residence to which they are assigned. German School students should have mail sent in care of the German School, Bristol, Vt.

Railroad Routes Middlebury can be reached from New York City or Boston by the Rutland Railroad. Students leaving New York or Boston in the morning will arrive in the afternoon. Night sleepers leaving New York or Boston arrive in the morning. Students on the route of the Delaware and Hudson can make connections on the Rutland Railroad at Rutland, Vt. Students from the West reach Middlebury via the New York Central, changing at Albany, N. Y., a bus to Troy, a terminal of the Rutland Railroad.

German School students should buy tickets and check baggage to New Haven, Vermont, the next stop north of Middlebury. Advance arrangements should be made with the dean of the school for transportation from New Haven to Bristol.

École
Française
Et j'avais toujours un extrême désir d'apprendre à distinguer le vrai d'avec le faux, pour voir clair en mes actions et marcher avec assurance en cette vie.
Descartes

THE FRENCH SCHOOL

(From July 3 to August 20)

In this critical year of world-wide conflict, when human liberty and human culture are battling for their existence, the Middlebury French School considers that it has even more urgently than ever before the duty and the responsibility of "carrying on," of maintaining as high as ever its standards of humanistic and cultural instruction. Now, and in the victorious peace to come, America needs to possess thoroughly its heritage of all that is best in the undying civilization of France.

Professor André Morize of Harvard University will again be in personal charge of the Session of 1942. His mature scholarship, his intimate knowledge of events in France up to the time of her defeat, and his vigorous personality will continue to enrich and stimulate the school. He will offer two new courses: *From Ronsard to Paul Valéry*, or a study of the evolution of a definition of poetry in France; and the course in *Explications de textes*, bringing emphasis to this important and valuable method of literary analysis.

The Visiting Professor will be M. André Mayer, one of the most distinguished scholars who has ever taught at the school. Vice-President of the Collège de France, Commander of the Legion of Honor, co-editor of the great *Encyclopédie Française*, M. Mayer is a scientist of the first rank, a leader among the biologists and physiologists of France. His course, *The Main Stages of French Thought*, will be an interpretation of scientific thought in France from the Renaissance to modern times, tracing its influence upon the intellectual, political, and spiritual life of France.

Madame Mayer, who will accompany her husband, is a thorough scientist and scholar in her own right, and will be a stimulating teacher in the course in *Advanced Oral Practice*.

Other new and special features for the Session of 1942 are:

1. The appointment of Count Jehan de Noüe, whose magnetic personality made his visit so enjoyable last year. M. de Noüe, Conférencier Général of the Alliance Française, will give the course *Introduction to France*, a sort of "trip to France" through directed study; and will give several causeries in the Salon du Château.
2. The Workshop, open again this year under the direction of Mme Orangers. Emphasis will be placed on the making of realia materials which cannot now be imported.
3. The return of Professor Albert Schinz, whose courses on the *Romantic Novel* and the *Eighteenth Century* have been so informative and delightful.
4. The course on the *Contemporary Novel*, taught by Mlle Madeleine Leliepvre. Students of 1940 remember her very successful treatment of this subject.
5. *The Development of French Drama*, again taught by M. Marc Denkinger, offering a valuable survey of literary periods to students at the intermediate level.
6. Beginning courses in Spanish, Portuguese, Italian, German, and French, offered, partly for their utility in the program of national defense, and partly for the further enrichment of the professional preparation of teachers.
7. The return of almost the entire staff of last summer, and of Mlle Léa Binand, Directress of Le Château during the academic year.

FRENCH SCHOOL STAFF

Direction

ANDRÉ MORIZE, *Director.*

Agrégé de l'Université; Litt.D., Middlebury College, 1925; Officier de la Légion d'Honneur; former fellow of the École Normale Supérieure; Professor, Lycée of Bordeaux, France, until 1913; Johns Hopkins University, Baltimore, 1913–14, Associate Professor of French Literature; served with the French Army, in an infantry regiment, as sergeant, lieutenant, and captain, 1914–17. In May, 1917, called to Harvard University as lecturer in Military Science and Tactics, and after the Armistice accepted a chair of French Literature in the same university. Was made a full professor in 1925, and chairman of the Department of History and Literature in 1931. September, 1939 to June, 1940, Directeur at the Commissariat, then Ministry of Information, Paris.

Author of: *L'Apologie du Luxe au XVIII^e siècle*; *Candide* (Société des textes français modernes); *Correspondance inédite de Montesquieu*; *Problems and Methods of Literary History*, Ginn & Co.; *France: Été 1940*, Maison de France, N. Y., (also translated into Spanish). *Devoirs d'aujourd'hui et Devoirs de demain*, Maison de France, N. Y. Has also contributed numerous articles to the *Revue d'histoire littéraire de la France*, *Revue du XVIII^e siècle*, *Revue de Philologie française*, *Education*, *French Review*, etc. In 1918, gave a course of lectures at the Lowell Institute in Boston, and has since lectured extensively from coast to coast.

VINCENT GUILLOTON, *Assistant Director.*

Ancien élève de l'École Normale Supérieure; Baccalauréat; Licence-ès-lettres; au front 1915–1918, une blessure, Croix de Guerre; Agrégé de l'Université, 1921. Member of the League of Nations Secretariat, Interpreting and Translating Section, 1920; Précis-Writer to the Advisory Jurists' Commission, The Hague, July, 1920; Associate Professor of French, University of Syracuse, 1921–23; Summer Session, Cornell, 1923; Associate Professor of French, Smith College, 1923–29; Professor, 1929—; Summer quarter, University of Chicago, 1929; Conférencier général de l'Alliance française, 1937–38; Middlebury French Summer School, 1932; Assistant Director, 1935–38–39–41–42; Acting Director, 1937, 1940.

Author of articles in *Revue Anglo-Américaine*; *Modern Language Notes*; *The French Review*; *Smith College Studies in Modern Languages*; Article on France, in *National Encyclopedia Year Book*.

STEPHEN A. FREEMAN, *Dean.*

A.B., Harvard University, 1920; A.M., 1921; Ph.D., 1923; Phi Beta Kappa; holder of American Field Service Fellowship, for study at Université de Lyon and Université de Paris, 1921–22; pilot and Lieut., (j.g.) Naval Aviation, 1917–18; Instructor, Brown University, 1923–25; Professor of French and Dean of the French School, Middlebury College, 1925—; Chairman, Administrative Committee, 1940–41; sometime Vice-President, New England Modern Language Association; Member of Executive Council, Am. Ass'n. of Teachers of French, 1937–40; President, 1940–42; Sec'y-Treas. of Vermont Chapter; President, Phi Beta Kappa, Beta of Vermont; Modern Language Advisor for Ginn and Company.

Author of articles in *Education, School and Society, French Review, Modern Language Journal*, etc.

Visiting Professor

M. ANDRÉ MAYER.

Directeur de laboratoire à l'École des Hautes-Études, puis professeur à l'Université de Strasbourg, 1919; professeur au Collège de France, 1922—; directeur du département de biologie de l'Institut de biologie physico-chimique, 1929—.

A publié plus de 400 travaux de biologie; dirigé et organisé le volume IV (la Vie) de l'*Encyclopédie française*; édité les *Annales de physiologie* et *de biologie physico-chimique*, la collection *les Problèmes biologiques*, etc.

A été président élu des Sociétés françaises de physiologie, de chimie physique, de chimie biologique, de psychologie, ainsi que de la Fédération des Sociétés de Sciences naturelles.

Commandeur de la Légion d'Honneur. Membre des Académies de Médecine de France et de Belgique.

Vice-président du Collège de France depuis 1929; en 1940, membre du Conseil Supérieur de l'Instruction publique; Secrétaire du Conseil Supérieur des Recherches Scientifiques, et président de la Section de Biologie de ce Conseil; membre du Haut Comité des Recherches intéressant l'Économie et la Défense nationales.

Aux armées; puis directeur d'un des services scientifiques de l'Armée pendant la première guerre mondiale, décoré à titre militaire; occupait la même place à l'État-major en 1940. A été conseiller technique du gouvernement français aux conférences de Washington et de Genève, délégué de la France à l'une des Commissions techniques de la Société des Nations; président de la Commission internationale d'experts de la Croix Rouge internationale (sessions de Genève, Bruxelles et Rome).

Instructing Staff

MME LUCIE GALL-BERNOT.

Brevet supérieur, École Normale d'Orléans; International Guild, London; La Guilde Internationale, Paris; Teacher in England, private schools at Bournemouth and London; in France, Écoles Primaires Supérieures par délégation du Ministre de l'Instruction Publique; French School for Girls, New York; Mary C. Wheeler School, Providence, R.I.; Substitute to Head of Modern Language Department, Technical High School, Springfield, Massachusetts; Head of French Department, The Chapin School, New York City, 1926—; Middlebury French Summer School, 1926–27–28–29–31–32–33–35. Assistant to the Director, 1936–37–38–39–40–41–42.

MME JACQUELINE BERTRAND.

Licence de phonétique, 1921; Professeur de phonétique et de français, Cours spéciaux pour les étudiants étrangers, Grenoble, 1921–30; Instructor in French, Dana Hall 1931–33; Instructor in French, Pine Manor Junior College, Wellesley, 1933–37; Instructor in French, St. Margaret's School, Conn., 1937–39; Instructor in French, The Spence School, New York City, 1939—; Middlebury French Summer School, 1935–36–37–38–39–40–41–42.

MLLE LÉA BINAND.

Educated in France, Brevet Supérieur; has studied and taught in England; Teacher at the Indiana University Extension 1921–22; Head of French Department for College Preparatory work, Tudor Hall, Indianapolis, 1922–25; Head of French Department, Walker School, Simsbury, Conn., 1925–29; Asst. Professor of French and Directress of Le Château, Middlebury College, 1929—; Instructor, Middlebury French Summer Session, 1926, 1929, 1931, 1942.

CLAUDE BOURCIER.

Baccalauréat-ès-lettres, 1928; Élève de l'École Normale Supérieure, 1932–1935; Licence-ès-lettres, 1933; Diplôme d'études supérieures, 1934; Mémoire de diplôme, *Le Sentiment religieux et l'apport étranger dans les chants "spirituals" du nègre américain*; Agrégé des lettres, 1935; Instructor in French, University of Maine, 1935–1936; servi dans l'armée française, comme sous-lieutenant d'infanterie, 1936–37. Associate Professor, Middlebury College, 1937—; Middlebury French Summer School, 1936–38–39–40–41–42.

MLLE GERMAINE BRÉE.

Studied at Jersey Ladies' College, Island of Jersey; passed London Senior and Matriculation Examinations, 1922; École Normale de Nîmes, 1924–1927; Studied at the Sorbonne, 1928–1931; Licence-ès-lettres, Sorbonne; Foreign Fellow, Bryn Mawr College, 1931–1932; Agrégée d'anglais, 1932; Professeur au Lycée de jeunes filles d'Oran, Algérie, 1932–1936; Lecturer, Bryn Mawr College, 1936–1937, Assistant Professor, 1937–41, Assoc. Prof., 1941—; Middlebury French Summer School, 1937–40–41–42.

MRS. C. L. BUTLER, JR. (JEANNE RIOU).

École Normale de Laval, Brevet Supérieur; B.A., Pennsylvania State College; M.A., University of Illinois; Instructor, Pennsylvania State College; University of Illinois, 1922–25; University of Pittsburgh, 1926–27; Assistant Professor, Pennsylvania College for Women, 1928–1934, Head of Modern Language Dept., 1934–38; Assistant Professor of French, Smith College, 1938–39, 1940–41; Bennington College, 1939–40, 1941—; Middlebury French Summer School, 1927–28–30–31–36–37–38–40–41–42.

ANTONY CONSTANS.

A.B. Grenoble, 1914; Croix de Guerre, "réformé définitif" for wounds, 1917; LL.B., 1918; Licencié-ès-lettres, 1919; Instructor in English and French, Lycée and Université de Grenoble, 1919; A. E. F. traveling-fellow, U. of Chicago, 1919–20; Instructor in French, U. of Minnesota, 1920–23; Assistant Professor, Smith College, 1923–24; Instructor, Harvard University, 1925–26; Ph.D., Harvard, 1926; Officier d'Académie; ΦBK; Instructor, Yale University, 1926–28; Professor and Head of

French and Italian, Birmingham-Southern College, Birmingham, Alabama, 1928—; in charge of the Phonetics course, McGill French Summer School, 1924–25–26; experimental work, 1934–35, in the phonetics laboratories of the Universities of Amsterdam, Bonn, Hamburg, Milan, and Paris; Certificat de prononciation and diplôme de phonétique from the Institut de Phonétique, Paris; Middlebury French Summer School, 1927–28–29–30–31–32–33–34–35–36–37–38–39–40–41–42.

Author of *Documents pour servir à l'histoire littéraire*, Paris, Champion, 1923 (in collaboration); also articles in *M. L. N.*, *P. M. L. A.*, *Mod. Lang. Rev. of England*, etc.

MRS. VIRGINIA DODD COOPER.

B.A., Wilson College, 1925; M.A., French Institute, Pennsylvania State College, 1931; Teacher of French, Belle Vernon High School, Belle Vernon, Pa., 1925–31; Teacher of French, Ferry Hall, Lake Forest, Ill., 1931–1932; Instructor in French, Wilson College, 1932–1938; Assistant Professor, 1938–1941; in charge of Phonetics Center, Middlebury French Summer School, 1936–37–38–39–40–41–42.

MISS LOUISE CRANDALL.

B.A., Western Reserve University, 1921; M.A., Middlebury College, 1929; École de Préparation, Sorbonne, 1930–31; Institut de Phonétique, summer, 1933, Cours de Civilisation, Sorbonne, summer, 1937; Teacher in New Castle public schools 1921–1930; Training Teacher for Teachers, Westminster College, New Wilmington, Pa., 1924–1930; Head of French Department, New Castle High School, 1925–30; Great Neck High School, L. I., N. Y., 1931—; Middlebury French Summer School, 1939–40–41–42.

MARC DENKINGER.

Maturité classique, Collège de Genève, 1914; Licencié-ès-lettres, Université de Genève, 1918; Modern Language Master, Westgate-on-Sea, Kent, England, 1920–21; Instructor, Brown University, 1922–23; A.M., Harvard, 1925; Instructor, Harvard, 1924–27; Instructor, Massachusetts Institute of Technology, 1926–27; Instructor, Yale University, 1927–29; Ph.D., Harvard, 1928; Assistant Professor of Romance Languages, University of Buffalo, 1929–34; Assistant Professor of Romance Languages, University of Michigan, 1934—; Middlebury French Summer School, 1928–29–30–31–32–33–34–35–36–37–38–39–40–41–42.

Author of: *La Candidature de Sainte-Beuve à l'École Normale en 1834*. *Mod. Lang. Notes*, Nov., 1930, and Feb., 1931; *Rémy de Gourmont, critique*, *P. M. L. A.*, Dec., 1937.

MME MADELEINE GUILLOTON.

Baccalauréat-ès-lettres; Licence-ès-lettres, 1918; M.A., University of Syracuse, 1919. Assistant in French, Syracuse University, 1919–20, Professeur à l'Alliance Française, Paris, Cours d'été, 1920–21; Instructor in French, Syracuse University, 1921–23; Instructor in French, Smith College, 1923–25; Assistant Professor 1925–31; Associate Professor, 1931—; Middlebury French Summer School 1932–35–37–38–39–40–41–42.

MLLE MADELEINE LELIEPVRE.

Certificat d'aptitude à l'enseignement des lettres, Paris, 1914–15; Admissible, Agrégation d'histoire, Paris, 1916; Professeur de Collège, 1916–1924; École Normale Supérieure de Sèvres, 1924–25; Agrégée des lettres, Paris, 1925; Professeur au Lycée de Bordeaux depuis 1926. Fellow of the Laura Spelman Rockefeller Memorial, studying

the education of women in the United States, 1925–26; Visiting Lecturer in French at Vassar College, 1929–30; 1936–40; Sarah Lawrence and Bennington Colleges, 1940–41; Head of French Dept., St. Lawrence University, 1941—; Middlebury French Summer School, 1930–31–37–39–40–41–42.

MME ANDRÉ MAYER.

Licenciée-ès-sciences; attachée au laboratoire de physiologie physico-chimique de l'École des Hautes-Études depuis 1911; a publié quinze mémoires et notes de physiologie et de chimie biologique. A fait pendant la guerre de 1914 partie du Service de Santé, puis d'un des laboratoires du Ministère de la guerre; en 1940, dirigeait la section de physiologie du Service bibliographique de la Recherche scientifique appliquée à la Défense nationale. Membre des Sociétés de chimie biologique et de physiologie. Middlebury French Summer School, 1942.

EDMOND ALBERT MÉRAS.

College of the City of New York, A.B., 1917; Université de Toulouse, Licence-ès-lettres, 1922; Columbia University, M.A., 1924; New York University, Ph.D., 1937. Seaman, U.S.N.R., 1918. American Field Service Fellow to France, 1920–22; Lecteur, American Literature, Université de Toulouse, 1921–22; Professor of French, Adelphi College, 1925–33; Supervisor of Romance Languages, Townsend Harris Preparatory High School of the College of the City of New York, 1933—; French Institute, Penn State College, Summers 1934, 35, 39; Secretary, American Assn. of Teachers of French, 1927–30, Vice-President, 1933–35, President, 1938–39; Pres., Metropolitan Chapter, 1941—; Vice-President, Société des Professeurs Français, 1930–32; Associate Editor, *The French Review*, 1930—; Middlebury French Summer School, 1940–41–42.

Author of: *French Composition for Colleges*, (with Shanks); *First French Composition*; *Eight French One-Act Plays*; Theuriet, *Mon Oncle Flo*; Racine, *Andromaque, Britannicus, and Phèdre* (with Lancaster); Erckmann-Chatrian, *Madame Thérèse*; *Ten Little French Plays* (with Célières); *France: Crossroads of Europe* (with Peck), *Contes Populaires* (with Célières), *Spain: In Europe and America* (with Peck); General Editor of Secondary School Texts in French for Harper and Brothers; Articles and bibliographies in *The French Review*, *Journal of Higher Education*, *Modern Language Journal*, *Education*.

JEHAN DE NOÜE.

Came to the United States first in 1937 as Vice-President of the Sauvegarde de l'Art Français. Joined the British Expeditionary Force in August, 1939; took part as liaison officer in the battle of Louvain, the campaign in Flanders and the retreat to Dunkerque. Official lecturer of the Fédération de l'Alliance Française, 1940–1941, and lectured extensively from coast to coast. Professor of French Civilization, Rollins College, 1941—; Middlebury French Summer School, 1941, 1942.

MISS KATHRYN L. O'BRIEN.

A.B., Smith College, 1919; Master of Education, Harvard, 1927; Répétitrice d'anglais, École Normale, Angers, France; Brookline, Mass. Schools, grades 7 and 8, 1922–24; High School Instructor, 1924–40; Head of Dept. of Mod. Foreign Languages, 1940–; Teacher of Demonstration Class in French, Harvard Summer Schools of 1923, 24–25–27–28; Course in Methods of Teaching French, Wellesley College, 1929; Middlebury French Summer School, 1929–32–33–34–35–36–37–39–40–41–42.

Author of: *First-Year French*, and *Second-Year French* (Ginn and Co.), with Stella M. Lafrance.

MME RENÉE PERROT ORANGERS.

Maison d'Éducation de la Légion d'Honneur de Saint-Denis, 1913–20; Brevet élémentaire, Paris, 1918; Brevet de coupe de la Ville de Paris, 1918; Instructor in French, Tenacre, Wellesley, 1926–29; Rye Country Day School, Rye, N. Y., 1929–1932; The Chapin School, N. Y. C., 1933—; Middlebury French Summer School, 1928–29–30–31–32–33–34–35–36–37–39–40–41–42.

M. S. PARGMENT.

Maturité classique, Académie de Kief. Diplôme d'Études universitaires, Université de Paris. Associate Professor of French and Chairman of the Committee on Elementary French and Composition, University of Michigan; Middlebury French Summer School, 1930–31–32–33–34–35–36–37–38–39–40–41–42.

Author of: *Exercices Français; Cours préparatoire, Première partie, Deuxième partie; La France et les Français; Le Français oral; Exercices de composition et de grammaire; Lectures pour débutants, Coutumes françaises d'hier et d'aujourd'hui; Initiation à la langue française; Gens et choses de France; La deuxième étape en langue française.* Editor: *Contes de la Vieille France; Trente-trois contes et nouvelles.*

MLLE NICOLETTE PERNOT.

Baccalauréat Latin-Langues vivantes, Paris, 1921; Étudiante à l'Université d'Utrecht (Hollande), 1922; Licence-ès-lettres d'enseignement, Sorbonne, 1924; Certificat d'aptitude à l'enseignement secondaire en Hollande, 1924; Études de phonétique sous la direction de Daniel Jones, Lloyd James (Londres), H. Pernot (Paris); Professeur aux cours de l'Alliance Française de Paris, 1924–26; Attachée à l'Institut de Phonétique de l'Université de Paris, 1925–1932; Professeur de Phonétique aux Cours de Vacances de l'Université de Bonn (Allemagne), 1929 et 1930; Lecturer, Wellesley College, 1934–37, Assistant Professor, 1937—; Middlebury French Summer School, 1932–33–34–35–37–40–41–42.

Publications: *Histoire de la littérature grecque moderne*, de D. C. Hesseling, traduite du hollandais, 1924; *Textes phonétiques* (alphabet Rousselot) 1925; *La Littérature chrétienne primitive*, de G. A. van den Bergh van Eysinga, traduite du hollandais, 1926; *Recueil de textes phonétiques* (alphabet international), 1929; *La Découverte du droit coutumier des Indes Néerlandaises*, de C. van Vollenhoven, traduite du hollandais, 1931; collaboration à la *Revue de Phonétique*; cinq disques de prononciation française, accompagnés d'*Exercices de prononciation française à l'usage des étudiants anglo-saxons*, 1932; six disques de prononciation française, (textes dits par Madeleine Silvain), 1933; quatre disques de prononciation française, 1936. Articles divers.

ALBERT RANTY.

Lycée Descartes, Tours, 1882–1894; Private Tutor of French at Gloversville, N.Y., and elsewhere, 1912–1920; Instructor of French, High School, Gloversville, N. Y., 1921–1924; B.S., Columbia University, 1924; Teachers College Diploma, Columbia University, 1924; A.M., Middlebury College, 1929; Head of Modern Language Department, Gloversville High School, 1924–25; Instructor of French, Middlebury College, 1925–28; Assistant Professor 1928–29; Associate Professor 1929—; Middlebury French Summer School, 1926–27–28–29–30–31–32–33–34–35–36–37–38–39–40–41–42.

MLLE MAUD REY.

Brevet supérieur, Nantes; studied at the Sorbonne and Université Catholique, Paris. Head of the French Department, Baldwin School, Bryn Mawr, 1917–1920. Studied with Jacques Copeau, Directeur du Théâtre du Vieux-Colombier, and with Charles Dullin, Directeur du Théâtre de l'Atelier, Paris, 1921–1922. Lecturer and Dramatic Reader, 1922–26; Head of the French Department, Baldwin School, Bryn Mawr, 1927—; Director of French Dramatics, Bryn Mawr College, 1930—; Lecturer in French Diction, Bryn Mawr College, 1934—; Middlebury French Summer School, 1935–36–37–38–39–40–41–42.

ALBERT SCHINZ.

Lycée et Université de Neuchâtel; Licence-ès-lettres, 1889; études en Allemagne et en France; Ph.D., 1893. Officier d'Académie; Chevalier de la Légion d'Honneur; L.H.D., Litt.D.; Instructor, Assistant Professor, Professor, Bryn Mawr College, 1901–1913; Professor, Smith College, 1913–1928; Professor, University of Pennsylvania, 1928–1940; Summer Schools, University of California, University of Chicago, Columbia University, Harvard University, University of Michigan; Visiting Professor, Johns Hopkins Univ., Columbia Univ., Indiana Univ., Univ. of Texas; Middlebury French Summer School, 1937–39–40–41–42.

Author of: *Jean-Jacques Rousseau, a Forerunner of Pragmatism*, 1909; *Anti-pragmatisme: examen des droits respectifs de l'aristocratie intellectuelle et de la démocratie sociale*, Paris, 1909; *French Literature of the Great War*, N. Y. and London, 1919; *La Pensée religieuse de Rousseau et ses récents interprètes*, Paris, 1927; *La Pensée de Rousseau*, Paris, 1929; *État présent des études sur J. J. Rousseau*, P.M.L.A., 1941. Textbooks: *Vie et Écrits de J. J. Rousseau; Selected Poems by Victor Hugo; Seventeenth, Eighteenth, Nineteenth Century French Readings*, etc.

Nombreux articles dans des revues et périodiques en France et en Amérique.

PIERRE THOMAS.

Baccalauréat, 1917, Académie de Lille, Diplôme d'ingénieur de l'École Centrale des Arts et Manufactures, Paris, 1924; Graduate Fellow, French Department, Middlebury College, 1927–28; Instructor in French, University of Oregon, 1928–29; Instructor in French, The Arizona Desert School, Tucson, Arizona, 1929—; Middlebury French Summer School, 1927–28–29–30–31–32–33–34–35–36–37–38–39–40–41–42.

MME BÉATRICE TOURTEBATTE.

University of Chicago, Ph.B., 1926; A.M., 1927; Travel and study in France and Italy, 1927–1928; Instructor in French and Italian at the University of Texas, 1928–1929; Teacher of French language and literature, Collège Montmorency, Paris, 1929–1939; Diplôme et certificat de phonétique, Institut de Phonétique, 1939; Subst. instructor, Hunter and Wellesley Colleges, 1940–41; Asst. Prof. of Romance Languages, Wilson College, 1941–; Middlebury French Summer School, 1940, 1941, 1942.

MME ALICE WILLIAMSON DE VISME.

Officier d'Académie; Chevalier du Nichan Iftikhar; Instructor at the École du Château de Soisy, France, 1913–19; at Middlebury College, French School, 1920–24; at the French Institute of Pennsylvania State College, Pennsylvania, 1924–26; Associate Professor, New Jersey College for Women, New Brunswick, New Jersey, 1927—; Vice-Présidente de l'Alliance Française de New Brunswick; Middlebury French Summer School, 1920–24; 1928–29–30–31–32–33–34–35–36–37–38–39–40–41–42.

French School Faculty and Staff of 1941

First Row: (*Left to Right*) Mme Perrier, M. Coindreau, Mme Guilloton, M. de Noüe, Mme Romains, M. Morize, Mme Morize, M. Romains, M. Guilloton, Mr. Freeman, Mme Gall-Bernot, M. Schinz

Second Row: M. Bourcier, Mme Orangers, Mlle Bruel, Mme Bertrand, Miss Crandall, Mlle Brée, Mme Tourtebatte, Mlle Pernot, Mlle Soubigou, Miss O'Brien, Mme Butler, Mme Averino

Third Row: Mlle Rey, Mme Ranty, Mrs. Cooper, Mme de Visme, M. Boorsch, M. Pargment, M. Ranty, Miss Swift, Mlle Leliepvre, M. Delattre

Back Row: Mlle LeJolly, M. Constans, Miss Bestor, Miss Ripley, Mrs. Waldron, Miss Curtiss. Miss Gates, M. Méras, Miss Douglass, Mr. Sprague, Miss Gilbert, Mr. Sullivan, Miss Fischer, Mrs. Locke. Mr. Locke, M. Denkinger, M. Thomas.

Administrative Staff and Auxiliary Personnel

Miss Edith Douglass, A.M., Middlebury College; Assistant Secretary.
Miss Marian Gates, A.B., Hood College; Secretary to the Director.
Miss Dorothy Gilbert, A.M., Middlebury College; Assistant in the Phonetics Center.
William N. Locke, Ph.D., Harvard Univ.; Assistant in Phonetics and Dramatics.
Stanley Sprague, A.B., Middlebury College; Aide to the Dean.
Edward Sullivan, Ph.D., Harvard University; Aide to the Director.
Miss Natalie Swift, A.M., Middlebury College; Assistant in the Phonetics Center.
Mrs. Walter Waldron, A.M., Middlebury College; Secretary to the Dean.

STAFF OF MUSICIANS

The musical staff of the French School will be constituted as follows:

MME OLGA AVERINO, *Soloist.*

First studied piano at the Imperial Conservatory, Moscow; then took up vocal work, and has had a brilliant career as a soprano soloist. After singing the principal roles in many operas in Russia, she spent two years in China and then came to the United States, where she has had great success. Soloist with the Boston Symphony Orchestra, twelve reengagements; Washington National Orchestra; Mrs. G. S. Coolidge Festivals in Chicago and Pittsfield; League of Composers, New York, etc.

HORACE BRITT, *Violoncello.*

Early studies in music at the Conservatoire de Paris, where he won first prize in violoncello at the age of fourteen. Concertized and conducted in Europe, the United States, Canada, Mexico, Cuba, South America, and the Far East. Former instructor of violoncello and Chamber Music classes at the Curtis Institute of Music. Soloist with the major symphony orchestras in the United States. Member of the Barrère-Britt Concertino and the Barrère-Salzedo-Britt trio.

MISS LOTA CURTISS, *Assistant Organist and Bell-ringer.*

A.B., Smith College; Mus.B., Yale University, 1936; M.A., 1937. Instructor of pianoforte; director of the choir and Glee Club, St. Mary's Hall, Burlington, N. J.

A pianist, a violinist, and an organist will be appointed.

EVENING LECTURES

On Tuesday evenings, there will be a series of lectures on various aspects of French life and culture. All members of the school are urged to attend these lectures.

Tuesday at 8 p. m. in the Gymnasium. M. Morize and others.

DAILY COURSES

Group A. Language

Directeur d'études, M. Guilloton

11. ADVANCED FRENCH STYLISTICS.

The purpose of this course is to enable advanced students to acquire a finer feeling for French style, a sense for shades of expression, a complete mastery of certain difficulties which more elementary courses do not discuss. It combines theoretical lessons in stylistics with advanced exercises in translation. Personal conferences will give students an opportunity to discuss their work with the professor. The course will be strictly limited to twenty students.

Daily at 8:00. M. Guilloton.

12. ADVANCED COMPOSITION.

This course, less advanced than Course 11 and with more emphasis laid on grammar, is intended especially for students who, having a good general knowledge of French, have not yet mastered certain peculiarities of grammar, and other difficulties of the written language. The method comprises (1) the translation from English into French of texts of increasing difficulty; (2) class discussion of this translation; (3) the study of a certain number of important points of grammar. Students will be required to hand in at least two written exercises a week. Each section will be limited to twenty students.

Note: A written test will be given at the first meeting of this course. According to the preparation and ability indicated by this test, students will be assigned to this course, or to Course 11 or 13.

Sect. I at 8.00. Mlle Brée.
Sect. II at 9.00. Mme Gall-Bernot.
Sect. III at 10.00. Mlle Brée.

13. COMPOSITION AND ADVANCED GRAMMAR.

This course pursues two general objectives: 1. It aims to strengthen the background and broaden the range of the American teacher of French grammar and composition; 2. It seeks to train the students in the use of correct, idiomatic French. The work is theoretical and practical. Theoretical grammar is reviewed in the light of actual usage, and the traditional treatment of it in text-books and in the classroom is scrutinized, revaluated, and brought in closer contact with actual linguistic facts. Abundant practice is provided in writing idiomatic French and in the practical application of grammatical principles.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 12 or 14.

Sect. I at 8.00. M. Pargment.
Sect. II at 9.00. Mme Butler.
Sect. III at 10.00. M. Pargment.
Sect. IV at 11.00. Mme Butler.

14. INTERMEDIATE COMPOSITION AND REVIEW GRAMMAR.

A thorough review of French syntax and analysis of its essential difficulties; direct method exercises, constant oral and written practice. The course is intended for students who have only an incomplete mastery of the language; it aims to impart a reasonable degree of proficiency in the use of written French, and a systematic review and application of the fundamental principles of grammar.

Note: A written test will be given early in the course. According to the results of this test, students will be assigned to the proper section of this course, or to Course 13.

(This course does not count toward the M.A. degree.)

Sect. I at 10.00. — Mlle Binand.
Sect. II at 11.00. — Mlle Binand.

15. (FREE COMPOSITION.)

Omitted in 1942.

A. BEGINNERS' COURSE.

The fundamentals of French grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of French. *It is not open to members of the French School, and will not count for graduate credit.* (See page 6).

Hours to be arranged.

Group B. Phonetics and Diction

Directeur d'études, Mlle Pernot

21. (LABORATORY COURSE IN EXPERIMENTAL PHONETICS.)

Omitted in 1942.

22. ADVANCED PHONETICS.

This course is designed for students who already have a good knowledge of phonetics, and whose French pronunciation is found sufficiently correct. The method is scientific, and at the same time simple and practical. References to the scientific theory of phonetics will be made in connection with its practical application. The aim of the course is to teach students the pronunciation accepted among cultivated French people, to improve their individual pronunciation, and to give them a practical method of teaching phonetics to their own pupils. Phonographs and discs will be frequently used in this course.

Sect. I at 9.00. — Mlle Pernot.
Sect. II at 10.00. — Mlle Pernot.
Sect. III at 12.00. — Mme Bertrand.

23. INTERMEDIATE PHONETICS.

A continued study of practical phonetics, with its application to personal pronunciation. Correct formation of French sounds. Sounds in isolation and combination. Correct formation of French sounds. Oral exercises and ear training. Phonographs and discs will be used.

Sect. I at 8.00. — Mlle Pernot.
Sect. II at 9.00. — Mme Bertrand.
Sect. III at 11.00. — Mme Tourtebatte.

The Phonetics Laboratory

24. ELEMENTARY PHONETICS.

The beginnings of a scientific training in French pronunciation, based on phonetics. Methodical comparison of English and French sounds. This course is intended for students who have never studied phonetics, and for those who have never attacked the problem of their own pronunciation in a scientific manner. Intensive oral and ear training.

Sect. I at 8.00.	M. CONSTANS.
Sect. II at 9.00.	M. CONSTANS.
Sect. III at 10.00.	M. CONSTANS.
Sect. IV at 9.00.	MME TOURTEBATTE.
Sect. V at 12.00.	MME TOURTEBATTE.

25. DICTION, INTONATION, ELOCUTION.

This course is of capital importance to complete the work done in phonetics. It is an application to diction and elocution of the principles taught in courses in phonetics. Its essential aim is to correct the mistakes in French intonation so frequent among Anglo-Saxons, and to acquire, not an artificial pronunciation, but the expressive and musical shading for French diction, used in ordinary conversation as well as in reading or speaking in public. Phonographs and discs will be frequently used, as well as the recording phonograph and dictaphone, enabling students to analyze and correct their own diction. The work will be essentially "personal" and systematic. Placement tests will be given at the beginning, and the number of students in each section will be limited to twenty.

Sect. I at 10.00.	MLLE REY.
Sect. II at 11.00.	MLLE BERTRAND.

Note: All students in the school, and especially those in the phonetics department are urged to make the largest possible use of the Phonetics Center. A new recording machine of extraordinary fidelity, the Soundmiror, has been added to the equipment of the Center. The phonetics instructors will hold regular consultation hours at the Center to assist students with their pronunciation problems, and to criticize their recordings.

Group C. Methods and Professional Training

Directeur d'études, M. MÉRAS

31. THE TEACHING OF MODERN FOREIGN LANGUAGES: PROBLEMS AND METHODS.

This course is designed for teachers in service who have had an elementary methods course.

Among the topics to be considered are: the place of modern foreign languages in the curriculum, the history of modern foreign language teaching in the United States; aims and objectives; analysis of methods; course-content; representative syllabi; prognosis and achievement tests; word-frequency and syntax counts; recent trends in textbooks and other materials; criteria for the selection of textbooks; supplementary aids and devices; the modern foreign languages as a social study; the general language course; the civilization course; the obligations and responsibilities of the modern foreign language teacher; professional ideals. Readings, reports, panel discussions.

Texts: Cole-Tharp, *Modern Foreign Languages and Their Teaching*. Appleton-Century; Hagboldt, *Language Learning*, University of Chicago Press. Library reading of selected references.

Daily at 2.00. M. MÉRAS.

32. INTRODUCTION TO THE TEACHING OF FRENCH.

This course is designed for persons who have not taught French or who have not had a methods course in the subject.

An examination of values, objectives, and actual results of the study of French for the pupil in American secondary schools. Introduction to the literature of methodology. Demonstration of methods. Investigation of the psychology of language learning. Study of problems and practical exercises in the presentation, learning, and testing of vocabulary, pronunciation, and grammar. Relation of oral work, reading for inference, composition, etc. to development of comprehension and reading power. Selection of textbooks and source materials. Readings, discussions, class reports, and demonstrations.

Text: Baker, F. M., *The Teaching of French*, Houghton-Mifflin. Assigned readings. Students are also requested to bring copies of the textbooks they are using in teaching.

Daily at 2.00. MISS O'BRIEN.

Note: M. Méras and Miss O'Brien will also hold private consultation hours for all members of the school, at their respective offices. Students are urged to avail themselves of this opportunity, even if they are not enrolled in the courses in methods.

33. FRENCH CLUB ACTIVITIES.

The Cercle Français should be a lively centre where the various activities of a department of French maintain helpful and inspiring contacts with each other. This is most likely to occur where there is alert and well-informed direction. In this course, the various practical problems involved will be carefully considered: the initial organization of a Cercle, the means of creating and maintaining a French atmosphere, the psychological background, the mastery of the requisite procedures, the finding and utilization of desirable material. Type programs will be worked out with all necessary documentation. Ways of providing entertainment and of fostering sociability will not be forgotten. Songs, games, plays, dramatizations and adaptations, source material, the use of magazines, newspapers, photographs, stereopticon slides, films, etc., will be studied. Stu-

Monsieur de Pourceaugnac

dents will have access to the valuable reference library and the material collected in Pearsons Hall. Ample opportunity will be given for personal conference with the instructors about special problems.

Textbooks: *Le Cercle Français*, by R. P. Jameson, (Heath); and *Le Cercle Français*, by Ruth C. Morize.

Daily at 10.00. MISS CRANDALL.

35. THE WORKSHOP.

The purpose of the "Atelier" is to present a large number of practical suggestions, directions, and demonstrations for stimulating the interest of students in classroom work and in the French Club; e. g. the making of provincial costumes (materials, sources of supplies, patterns, dolls); staging short plays, properties, accessories, make-up; building a Guignol Theatre, making and dressing marionettes, etc. Emphasis will be placed on the reproduction of realia materials which cannot be imported at the present time. The "Atelier" will be especially useful in connection with projects for costumes, games, dramatics, and their accessories. It is open to students who plan to attend it regularly and also to those who wish to avail themselves of its help for only a limited period of time or in connection with a definite project.

(No academic credits are allowed for this course.)

Daily at 10.00. MME PERROT-ORANGERS.

36. CULTURAL CORRELATION FOR TEACHERS OF FRENCH.

The purpose of this course is to acquaint the students with the wide variety of possibilities and methods enabling them to correlate the teaching of French with other vital subjects. "Correlation" is now definitely established as an essential feature of progressive education. Through lectures, personal consultations, practical demonstrations, discussions of available equipment, exhibits of illustrative documents, charts, maps, and

work done by pupils, students will be made familiar both with the method and with the necessary material. They will be shown how to connect the teaching of French with the history of French civilization, literature, sciences, art, and music, as well as with the general history of European and American civilization; how to direct pupils in their personal investigation, in the production of illustrative material, and in the writing of original papers on topics of special interest to them. One of the aims of the course is to demonstrate how teachers of French can cooperate with teachers of the social sciences in encouraging in their students the growth of interests and attitudes desirable in citizens of a democracy. Special emphasis is laid on the development of tolerance, social concern, and international understanding.

Daily at 9.00. MLLE REY.

Note: This department also offers to all students in the school the facilities of the Realia Collections in Pearsons Hall. Documentary and teaching material of all kinds is gathered here, together with extensive files of suggestions and sources. Students are urged to consult Miss Crandall, in charge of the collections, about their special needs.

Group D. Literature and Civilization

Directeur d'études, M. MORIZE

41. THE MAIN STAGES OF FRENCH THOUGHT.

The purpose of this course is to give a general survey of the development, the transformations, and the influence of scientific thought in France from the Renaissance to modern times. It will show how the methods developed by investigators to carry on their ever more systematic research, how their successive and changing concepts of the universe and of man, have influenced the intellectual, religious, moral and political life of the French; how scientific thought has modified not only their material life, but even more especially their spiritual life. The course is non-technical, requiring no special scientific or philosophical preparation. It is recommended to all students interested in examining France's contribution to world thought from a new viewpoint.

Daily at 11.00. M. MAYER.

42. FROM RONSARD TO PAUL VALÉRY.

This course might also be entitled *A la recherche de la notion de poésie*. It will study the successive definitions which poets have given of poetry, and the illustrations or examples of it which they have offered in their own works. The poetry of Ronsard, Malherbe, Racine, and others, will be studied from this point of view. The "arts poétiques" of the nineteenth and twentieth centuries will be discussed, and representative texts of each author will be examined.

Daily at 12.00. M. MORIZE.

45. (THE HISTORICAL BACKGROUND OF FRENCH LITERATURE.)

Omitted in 1942.

46. (CONTEMPORARY FRENCH CIVILIZATION.)

Omitted in 1942.

47. INTRODUCTION TO FRANCE.

For teachers of French who are unfamiliar with France and who cannot at present acquire a personal knowledge of it by travel, this course is a sort of "trip to France"

through directed reading and study. The course will group the essential information of a geographical, racial, historical, artistic, and sociological nature, and organize it for a general comprehension of French culture.

Daily at 11.00. M. DE NOÜE.

51. STUDIES IN CONTEMPORARY LITERATURE.

This course will offer a detailed analysis and a critical discussion of a few works representative of the contemporary novel. A general outline of present-day movements and tendencies will be given as an introduction. Lectures, collateral reading, explications de textes. Among the authors chosen for study are Proust, Valéry, Duhamel, Mauriac, Giraudoux and Giono.

Daily at 9.00. MLLE LELIEPVRE.

52. DEVELOPMENT OF FRENCH DRAMA.

A survey of the history of the French theatre, from the Renaissance to the present day. A study of the general dramatic tendencies of each century and of the most significant writers. The list of works to be studied is made up largely of plays familiar to reading courses. The purpose of the course is to attempt literary evaluation of these works in the light of the evolution of the French drama and literature. Collateral readings, class discussion, written reports.

Daily at 10.00. M. DENKINGER.

54. THE NOVEL OF THE ROMANTIC PERIOD.

The course will study the pre-romantic novel of the eighteenth century (L'Abbé Prévost, Rousseau, Bernardin de Saint-Pierre); the cosmopolitan novel (Nodier); the exotic novel (Chateaubriand); the personal novel (Chateaubriand, Mme de Staël, Constant, Senancour, Sand, Musset); the historical novel (Hugo, Vigny); the romantic-realistic novel (Stendhal, Balzac); the socialistic novel (Sand, Hugo); the pseudo-romantic novel (Gautier, Mérimée). Extensive collateral readings, lectures, and reports.

Daily at 10.00. M. SCHINZ.

56. FRENCH LITERATURE OF THE EIGHTEENTH CENTURY.

An historical and critical survey of French thought as reflected in French literature from the death of Louis XIV (1715) to the beginning of the French Revolution. A study of the ideas that are carried over from the XVIIth century, of ideas that undergo a transformation, of new ideas–as expressed in society (salons, press, cosmopolitanism, etc.), on the stage, in the novel. Particular attention will be devoted to Montesquieu, the Encyclopedists, Voltaire, and Rousseau. Lectures, collateral reading, discussions, explications de textes.

For historical and social background, students are referred to Stryienski, *Le XVIII^e Siècle* (Hachette), and to L. Ducros, *La Société française au XVIII^e Siècle* (Hatier). For general history of literature: Des Granges or Bédier et Hazard. Texts studied in class will be found in Schinz, *Eighteenth Century French Readings* (Holt). Students intending to take this course are invited to acquaint themselves in advance with these works.

Daily at 12.00. M. SCHINZ.

57. FRENCH LITERATURE OF THE SEVENTEENTH CENTURY.

Lectures, short tests on essential historical and biographical data, readings. Aids to study (mimeographed sheets, classical texts, documentary illustrations, etc.) will be

supplied at various times. Students should own a good manual of French literature, preferably Lanson et Tuffrau, *Manuel ill.* (Hachette). The anthology to be used is Peyre and Grant, *Seventeenth Century French Prose and Poetry,* (Heath). The course is designed to give the student a broad understanding of the unfolding of the classical school, full attention being given to other great writers besides the dramatists (Descartes, Pascal, etc.) Collateral readings, class discussion, lectures.

Daily at 12.00. M. DENKINGER.

61. (OLD FRENCH.)

Omitted in 1942.

63. EXPLICATIONS DE TEXTES.

Practical direction and help in the reading and the interpretation of French authors, according to a method extensively used in French universities. Demonstrations and criticisms by the instructor, written preparation and oral practice by the students. Short passages from representative authors will be chosen for detailed analysis. The course will also be valuable for a review of the main currents of French literature.

Daily at 9.00. M. MORIZE.

64. (TEXTBOOK READING FOR TEACHERS.)

Omitted in 1942.

Note: All students, especially doctorate candidates, who are working on a problem of literary research or any other academic project, should not fail to profit by the individual guidance offered by the school staff. Personal interviews and consultations will be arranged with members of the staff who specialize in the same field.

French Bookstore

Group E. Oral Practice

Directeur d'études, M. Thomas

74. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Carefully selected groups, limited to ten students, for intensive training in French oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

This course is required for the Master's degree. Students may enroll on approval for the first week. At the end of the week, students will be assigned to the proper section of this course, or to Course 75.

Sect. I at 8.00.	M. Bourcier.
Sect. II at 9.00.	M. Bourcier.
Sect. III at 10.00.	Mme Mayer.
Sect. IV at 11.00.	Mme Guilloton.
Sect. V at 12.00.	Mme Guilloton.

75. CONVERSATION AND VOCABULARY.

This course is intended for students who can understand French readily, but who speak it hesitatingly and who need to develop fluency and confidence in the spoken language, by a systematic method. The effective two-hour plan will again be used. The entire group of students enrolled in all the sections will meet each morning under the instruction of M. Thomas. A thorough study of the material to be used in the conversation sections for the day will be made: words, their correct pronunciation, their exact meaning, their "family," synonyms with various shades of meaning; idiomatic uses, suggestions for discussions, etc. After this general meeting, the students will meet in small sections, of eight or ten, and the entire hour will be devoted to actual conversation by the students. (This course does not count toward the M.A. degree.)

General meeting daily at 8.00; attendance required of all students enrolled in the course.

Sect. I at 9.00.	M. Thomas.
Sect. II at 9.00.	Mme Orangers.
Sect. III at 10.00.	M. Thomas.
Sect. IV at 10.00.	Mme de Visme.
Sect. V at 11.00.	Mme de Visme.

76. ELEMENTS OF ORAL PRACTICE.

This course is planned for students who have a good knowledge of written French, but have had little or no opportunity to hear the language and to speak it. Those whose preparation has been chiefly by the "reading method" will be assisted in changing their vocabulary from a "passive" to an "active" one. The class work will comprise constant repetition of the elements of everyday speech–drill in the systematic increase of oral vocabulary; and the development of self-confidence in expressing ideas in a foreign language. The course is introductory to Course 75, and students may be assigned to either one according to their ability. (This course does not count toward the M.A. degree.)

Sect. I at 8.00.	M. Ranty.
Sect. II at 9.00.	M. Ranty.
Sect. III at 12.00.	M. Ranty.

Credits Two credits will be allowed for each course, unless otherwise indicated. All except Course 35 count toward the Bachelor's degree, and all except Courses A, 14, 35, 75, and 76 count for the Master's degree. (The courses which do not count for the M.A. are: Beginners' Course, Intermediate Composition, The Workshop, Conversation and Vocabulary, and Elements of Oral Practice.)

Courses 11 and 12, in Advanced Composition and Stylistics, may with the consent of the Dean, be taken a second summer for credit, since the material of the course is varied each year.

Course Requirements for the M. A. All candidates for the Master's degree are required to pass, before the completion of their work, an advanced course in each of the following subjects: Stylistics, Phonetics, Methods, Literature, and Oral Practice. Courses 12, 23, 31, 74, and courses in Group D other than 61 and 64 satisfy these requirements. Students who have transferred credit for an equivalent course taken elsewhere may request release from the requirement.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 10 to 12.

Realia Collections A unique and valuable collection of illustrative material has been assembled at the school, and is on display at Pearsons Hall. Provincial costumes, small models of regional houses and furniture, dressed dolls, santons, Guignol accessories, shelves of books for children,

Realia Collections

illustrated magazines, language games of all sorts, railway posters, postcards and photographs of all parts of France, decorations for classrooms, and extensive files of suggested realia and sources for obtaining it—all these may be examined and consulted by students at any time.

French Libraries The French Libraries, in the College Library and in the Château, contain over 8,500 volumes, dealing with the French language, literature, history, and civilization. They include recent publications of note in fiction, poetry, and drama; and were enriched in 1938 by a very generous gift from the French government. The collections on the subjects of realia, art, and teaching methods are noteworthy.

Phonetics Center The scientific equipment for the study of pronunciation is assembled in a coordinated unit on the ground floor of Pearsons, and is known as the Phonetics Center. Students will find there the recording phonograph, the Soundmiror for magnetic recording on copper tape, dictaphones for temporary recording on wax cylinders, individual booths with electric phonographs equipped with ear-phones, and a large collection of commercial phonograph records of French speech. Three assistants will be in charge of this equipment, and will be on duty during all class and study periods to aid students in their work. Regular consultations will also be arranged with members of the phonetics staff, for individual coaching, and correction of recordings.

Books During the session there are two bookstores for the French School. The College Bookstore, on the ground floor of Painter Hall, carries class textbooks, dictionaries, and school editions printed in this country. The French Bookstore, in Pearsons Hall, at the left of the main entrance, attempts to reproduce for the student a bookshop in Paris, handling French texts and reference works, but specializing in modern literature. In spite of the war, this bookstore is able to offer a good variety of recent French works, fiction, poetry, etc., at reasonable prices.

Other Equipment All the teaching equipment of the school is exceptionally complete. In addition to the Phonetics Center and the Realia Collections, the school is well supplied with wall maps, charts, stereopticon and opaque projectors, silent and sound moving picture projectors, etc. A large collection of slides on French geography, the history of French art and period styles was secured through the cooperation of the Ministère des Affaires Étrangères and M. Robert Rey, Inspecteur général des Beaux-Arts. Extensive use is made of mimeographed material at the school, each class being supplied with full outlines, schedules, and special exercises at very small cost.

Chipman Hill Outing

LIFE IN THE SCHOOL

Use of French *No student will be admitted to the school unless he is able and willing to use only French, during the seven weeks of the session, even in the individual dormitory rooms.* At the opening of the school, each student will be required to sign a formal statement, *pledging his word of honor* to observe this rule of no English. The Dean reserves the right to dismiss from the school students who wilfully break this rule. (See pages 5–6.)

Dormitory Life All the dormitories of the school are in fact French Houses, since French is the only language used. Each dormitory is under the supervision of the Dean, through his agents appointed by the College, and they are responsible to him for the discipline in the building.

In addition, provision is made for further development of the social life in each house by the appointment of hostesses. They will assist in fostering the spirit of informal friendliness between students.

There is a graduate nurse in residence on the campus, within the reach of every student. The students may feel that they are amply protected in case of any emergency.

Forest Hall One of the newest and finest dormitories on the campus is Forest Hall. It is built of native stone in colonial style, and houses one hundred twenty students. All rooms are single, with washroom between every two rooms. There are reception rooms, parlors, and two dining rooms, accommodating all the students living in the building. The office of M. Morize, as well as the faculty club room, is also located here.

Le Château The Château is one of the most striking features enjoyed by the French School, and is a picturesque expression of the French atmosphere. The architecture of the Château is inspired by the Pavillon Henri IV of the Palace of Fontainebleau. The edifice is typically French inside and out. The large salon is attractively furnished in the period of the early eighteenth century. The Château also contains the tasteful salon of the faculty, two classrooms, a library, and the offices of the Dean.

The Other French Houses Pearsons Hall is a large white marble structure of colonial style, located on a height overlooking the surrounding country in all directions. Battell Cottage is adjacent, with rooms, and a large dining hall accommodating more than a hundred. Ample, shaded grounds adjoin Battell Cottage and Pearsons Hall. Chairs and benches placed on the lawn and under the trees provide pleasant opportunities for reading and study out of doors. Painter Hall, the oldest and most historic building on the campus has been completely remodeled, and now offers very attractive single and double rooms absolutely fireproof. The school will enjoy the use of the beautiful modern recitation building, Munroe Hall, opposite Forest Hall.

Dining Halls Four dining halls serve the French School: one in Battell, one in the Château, and two in Forest Hall. The students gather at tables for seven or nine, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule, enabling all to get better acquainted. The table offers excellent opportunity for French conversation. Different viewpoints with a common purpose stimulate all students to participate actively in the discussions.

Entertainments The Thursday evening dramatic entertainments will be an important feature of the school life. Under the direction of Mlle Leliepvre, groups of faculty and students will present a varied program of plays. Community singing of folk songs will continue to be an important part of these Thursday evening meetings. *Chantons un peu*, by R. M. Conniston, (Doubleday Doran), will be used; students should bring their own copy.

There will be lectures on Tuesday evenings by M. Morize and others, on subjects drawn from diverse phases of French life and culture. A program of special lectures is also being arranged.

The evening program of the school will thus be as follows:

Sundays: Concert.
Mondays: Free.
Tuesdays: Lecture.
Wednesdays: French moving pictures.
Thursdays: Dramatics and community singing.
Fridays: Occasional social gatherings.
Saturdays: Free.

The Choir

Music One of the most enjoyable elements of the school program is the music, contributed by members of the regular musical staff. Every Sunday evening, there is a concert of chamber music. Illustrations of French vocal music are presented by a concert soloist. These artists also participate in the chapel services on Sunday morning.

Chapel Services Chapel services in French will be held, as in the past, every Sunday morning at eleven o'clock in the Mead Memorial Chapel. These services are not obligatory but all persons interested in French are invited to attend. Short organ recitals and auditions of religious music are given. The vested choir of one hundred voices will continue to be a feature of the chapel services.

Arrival Beginning Friday morning, July 3, students will be met at the train by a representative of the French School, who will direct them to taxis and assist them with arrangements for luggage.

As soon as possible, students should report to the Dean to register for their courses, and to receive other information. Students who arrive Friday will find it much easier to fulfill these formalities without delay. (See also page 10.)

The first official assembly of the French School will be held at the Gymnasium on Sunday evening, July 5, at 7:30. All students are required to attend. Classes begin at eight o'clock Monday morning, July 6.

Consultations During the session, M. Morize, as Director, desires to put himself entirely at the disposal of the students. He will hold regular consultation hours at his office in Forest Hall. M. Guilloton, Assistant

Director, and Mme Gall-Bernot, Assistant to the Director, will also aid with student interviews; they may be consulted in adjoining offices in Forest Hall. The Dean, Mr. Freeman, may be consulted at the Château Office daily from 9:00 to 1:00, and from 2:00 to 3:30, on all matters concerning courses, schedules, credits, etc.

Correspondence Correspondence concerning courses, credits, degrees, and admission to the school should be addressed to Prof. Stephen A. Freeman, Dean of the French School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and transcripts may be addressed to Mrs. Pamelia S. Powell; inquiries concerning rooms to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College.

Winter Session The attention of teachers is called to the fact that the Middlebury French School is in operation throughout the year. Students may enter in July, September, or February. This school offers unusual advantages to those desirous of perfecting themselves in the French language and literature. The rule of speaking only French is maintained throughout the school year. The winter faculty is almost entirely native French. Regular and special courses are offered, counting toward the Master's degree. The school cooperates actively with its graduates in their search for positions. Professor Freeman will be glad to discuss possibilities of study with anyone interested.

Scholarships For the summer of 1942, *fifteen* scholarships of fifty dollars each are available for students who must have financial help in order to attend the school. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean, and must be filed before May 1. The awards will be announced before May 15.

Two of the above scholarships are made possible through the generosity of Mrs. James Richardson of Providence, R. I., who has established a fund known as the James Richardson Scholarships.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the French dining halls. The thirty or more waiters and waitresses are students of the school, who are able to use French exclusively in the dining halls. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $125. Those interested should write to Miss Mary C. Dutton, Dietitian, Middlebury College, for application blanks.

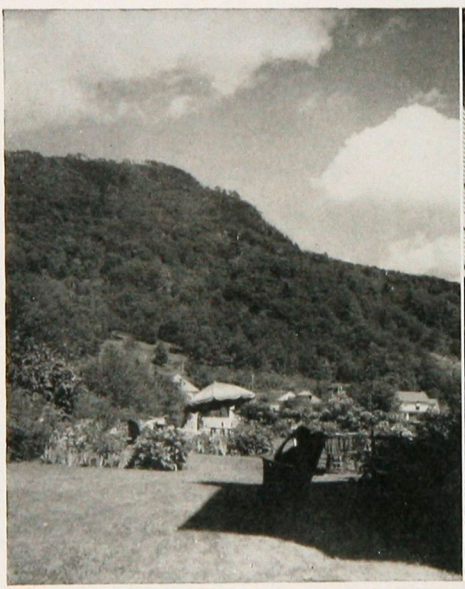
Deutsche
Sommerschule
Edel sei der Mensch,
Hilfreich und gut!
Denn das allein
Unterscheidet ihn
Von allen Wesen,
Die wir kennen.
Heil den unbekannten
Höhern Wesen,
Die wir ahnen!
Ihnen gleiche der Mensch;
Sein Beispiel lehr' uns
Jene glauben.
Goethe

THE GERMAN SCHOOL

(From July 6 to August 20)

The Middlebury German School is the forerunner of all the Middlebury Language Schools which were modelled after the "Middlebury Idea." It was founded in 1915 on the initiative of Miss Marian P. Whitney, former head of the German Department of Vassar College, and of Miss Lilian L. Stroebe of Vassar who was its director until 1918. When the school reopened in 1931, Professor Ernst Feise of Johns Hopkins University was appointed Director and the School was removed to the neighboring village of Bristol in accordance with the two leading principles of the Middlebury Summer Schools, isolation and concentration.

The Idea This segregation seemed necessary if students were to concentrate all their efforts upon one language alone; for, remote from the contact with the other foreign languages and not distracted by the life of a larger English-speaking community around them, they may merge into the intimate circle of a German Arbeitsgemeinschaft and for the six weeks of the session make the German language in work and play their sole medium of communication.



Behind—The Mountains

In Front—The Village Square

GERMAN SCHOOL STAFF

zig 1932; Salomon von Ruysdael, Berlin 1938; articles in American, Belgian, Dutch, English and Italian periodicals. Catalogues of collections and exhibitions. Collaborator: Göttinger Händelfestspiele, 1920–33.

ERNST FEISE, *Director.*

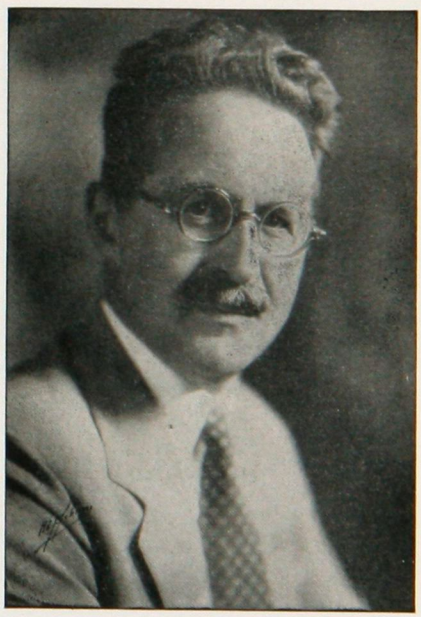
Universities of Berlin, München, and Leipzig, 1902–1908; Ph.D. Leipzig, 1908. University of Wisconsin: Instructor in German, 1908–12; Assistant Professor, 1912–15; Associate Professor, 1915–17. Oberlehrer at the Collegio Aleman, Mexico City, 1920–23. Inspector of English in the Mexican Schools, 1923. The Ohio State University: Assistant Professor of German, 1924–27. The Johns Hopkins University: Associate Professor of German 1927–28, Professor of German, since 1928. National President AATG, 1939, 1940. The Middlebury College School of German, since 1931.

Publications: Die Leiden des jungen Werthers von Johann Wolfgang Goethe, Oxford University Press, 1914; Goethe's Hermann und Dorothea, Scribner's, 1917;

WOLFGANG STECHOW, *Visiting Professor* (by courtesy of the Henry Janssen Foundation).

Universities of Freiburg, Göttingen, Berlin (History of Art, History of Music, Archeology) 1914, 1918–21; Ph.D. Göttingen 1921. University of Göttingen: Assistant at Institute of Art History, 1923; Instructor, 1926; Assistant Professor, 1931–36. University of Wisconsin: Assistant Professor, 1936; Associate Professor, 1937. Professor of Fine Arts, Oberlin College, since 1940. Assistantships and Visiting Professorships: The Hague, 1922–23; Florence, 1927–28; Rome, 1931.—Member of Board of Directors: The College Art Association of America. Member of Editorial Board: The Art Bulletin; Monatshefte für deutschen Unterricht.—Conductor of Students' Orchestra, University of Göttingen, 1924–33. Concert Pianist.

Publications: Apollo und Daphne, Leip-



Hauptmann's Einsame Menschen (with M. B. Evans), Henry Holt and Co., 1930; articles in Germanic Review, Modern Language Notes, Monatshefte für deutschen Unterricht, Euphorion and other periodicals. Advisory Editor Modern Language Notes and Books Abroad; Editorial Board, Monatshefte für deutschen Unterricht. General Editor Gateway Books, W. W. Norton, Inc.

WERNER NEUSE, *Dean.*

Universities of Berlin (1918–23) and Giessen (1929–30); Teachers' College, Columbia University, 1928–29; Summer Schools in Geneva, 1925 and Madrid, 1926. Ph.D. Giessen, 1930. Studienreferendar and Studienassessor at various schools in Berlin, 1923–27. University of Wisconsin: Instructor in German, 1927–28; Hunter College, Instructor in German, 1928–29; Studienrat at the Karsen Experimental School, Berlin-Neukölln, 1930; University of Wisconsin, Instructor in German, 1930–31. New York University, Instructor, 1931–32. Middlebury College, Associate Professor since 1932. President Interscholastic Federation of German Clubs. The Middlebury College School of German since 1931.

Publications: Friedrich Schnack: Klick aus dem Spielzeugladen, Henry Holt and Co., 1935. Wege zur deutschen Kultur, J. B. Lippincott Company, 1937. Vom Bild zum Wort, J. B. Lippincott Company, 1938. Kleine Deutsche Realienkunde, Publications of the Interscholastic Federation, 1940; Heitere Geschichten, W. W. Norton, 1940; articles on modern authors, methods of teaching, and stylistic problems in various journals.

WILHELM RICHARD GAEDE.

Universities of Marburg, Montpellier (France), and Münster, 1909–14; Ph.D. Münster, 1913. Tutor in Denmark and France, 1913; Studienassessor in German schools, 1914–19; director of various educational institutions in Prussia, 1920–1929; Ministerialrat in the Prussian Kultusministerium, (in charge of publicity department and High School Teachers Training department) Berlin 1929–1933. Brooklyn College: Instructor, 1933–5; Swarthmore College: Assistant Professor, 1935–36; Brooklyn College: Associate Professor 1937–38, Professor of German, since 1939. The Middlebury School of German, 1935–39.

Publications: Die Beziehungen zwischen Chrétien de Troyes und Hartmann von Aue, Münster, 1913. Joh. Schulze als Begründer des humanistischen Gymnasiums zu Hanau, Hanau 1929. Wesen und Wege der Schulreform, Berlin 1930 (in cooperation). Die Schulordnung für die öffentlichen höheren und mittleren Schulen Preussens, Berlin 1932. Articles in various periodicals. Editor: Blätter der Freien Volksbühne Hanau, 1927–28; Zeitschrift für französischen und englischen Unterricht, Berlin 1930–33. Ecrivains d'Hier et d'Aujourd'hui, Weidmann, Berlin 1930–33. Co-editor of Germany Past and Present, a series of cultural readers, The Cordon Co.; Associate Editor of The German Quarterly.

ARNO C. SCHIROKAUER.

Universities of Berlin, Halle, München, 1918–1921; Ph.D. München, 1921. Research Assistant: University of München, 1921–23; Research Assistant: Bavarian Academy of Sciences, 1923–24. Assistant Librarian, Deutsche Bücherei in Leipzig, 1925–28. Director of Educational Programs of the German Broadcasting Co.; Lecturer at the Volksakademie, Leipzig 1929–33. Assistant Professor of German, Southwestern, 1939–41. Research Fellow, Yale University, 1941–42.

Publications: Mittelhochdeutsche Reimgrammatik, Preisschrift der Universität München, 1923. Expressionismus der Lyrik in Weltliteratur der Gegenwart, vol. II, 1924. Lassalle, Leipzig 1928, London 1931, Paris 1931, New York 1932. Articles and Reviews in Jahresberichte der Neuerscheinungen der Germanischen Philologie, Jahresberichte der Neueren deutschen Literatur, Modern Language Notes, Deutsche Vierteljahrsschrift für Geistesgeschichte, Monatshefte für deutschen Unterricht, German Quarterly, Journal of English and Germanic Philology. Co-Editor of Corona, Studies in Philology, Durham, N. C. 1941.

VIRGINIA L. STOCKHAUSEN.

Beloit College, B.A. 1931; Instructor in German and Latin, High School, Bloomer, Wisconsin, 1931–37; The Middlebury School of German, M.A. 1937; Exchange student to Germany under the auspices of The Institute of International Education: Universities of Leipzig and Bonn, 1937–38; Study of the folkdance under Erich Janietz and Ilse Berthold-Baczynski, Köln, Jena, and Leipzig, 1937–38; Graduate assistant in German, University of Wisconsin, 1938–39; Instructor in German, Lawrence College, Appleton, Wisconsin, since 1939; The Middlebury School of German since 1940.

FRITZ TILLER.

University of Berlin, 1927–30; Middlebury College: Student Assistant, 1930–32; Yale University, 1933–35; A.M., Middlebury College, 1932; Ph.D. Yale University, 1940. Middlebury College: Instructor in German, 1932–33; Yale University: Instructor in German, since 1935. The Middlebury College School of German: 1931, 1934–38, and since 1940.

Outdoor Play

German School, 1941

SPECIAL LECTURE SERIES

Through the courtesy of the Henry Janssen Foundation the School is again able to offer a course of lectures which all students are urged to attend:

"HAUSMUSIK" FROM BACH TO BRAHMS by Dr. Wolfgang Stechow, Professor of Fine Arts at Oberlin College.

A survey of such compositions by the great German composers of the 18th and 19th centuries as were specifically intended to be played and sung in an intimate circle, contrasted with concert and opera music. Compositions for piano (two and four hands), chamber music for strings and winds with and without piano, and *Lieder* are included, as well as the main points of the history of the respective instruments, particularly the piano, and of the musical forms. The social aspects of *Gemeinschaftsmusik* versus concert music will be stressed.

Evenings.

THE COURSES OF STUDY

PRELIMINARY EXAMINATION.

On Tuesday, July 7, all new students will be given a preliminary examination covering grammar, free composition, and the ability to understand the spoken word. The purpose of this test is to determine the degree of proficiency of each student, thus helping him in choosing his courses adequately and obviating later changes. Beyond this it will in no way affect the student's standing in the school.

A. Literature

(An advance reading list for literature courses will be furnished by the Language Schools Office or the Dean upon application)

14. THE ROMANTIC PERIOD.

A survey of the German Romantic Movement and a study of its literature, its esthetic and philosophic theories, and its art. 8:30 Mr. Feise.

20. SPECIAL INVESTIGATION.

Students advanced in their graduate study may work on special topics under the guidance of one of the members of the staff. They are, however, urged to confer with the Director before the opening of the School so that the object may be defined and the necessary books procured. (One or two credits)

21. GOETHE'S FAUST.

An interpretation of both parts of the drama, with special attention to the sources and genesis (Faustbuch, Puppenspiel, Urfaust, etc.), the life and thought of the poet, and the general spirit of the "Age of Goethe." 9:30 Mr. Feise.

35. NINETEENTH CENTURY FICTION (INTRODUCTORY LITERATURE COURSE).

Stories of Keller, Meyer, and Storm will be read and discussed in detail during the first part of the session; during the second, critical analysis will be based upon rapid

reading. (No advanced students will be admitted, so that reading and speaking ability of participants may be developed gradually.) 9:30 Mr. Gaede.

39. TWENTIETH CENTURY LITERATURE.

Reading of fiction, plays, and poetry of authors representing Impressionism, Expressionism, Neue Sachlichkeit, and other movements of German literature before and after the first World War. The psychological, philosophic, and social background will be discussed and stylistic phenomena analyzed. 11:30 Mr. Neuse.

B. Civilization

41. GERMAN HISTORY.

A survey of German History from the beginnings up to the end of the 18th century, followed by a more detailed study of the history of the 19th and 20th centuries.

10:30 Mr. Schirokauer.

C. Language

51. (HISTORICAL SURVEY OF THE GERMAN LANGUAGE.)
Omitted in 1942.

55. (PRACTICAL PHONETICS.)
Omitted in 1942.
All students deficient in German pronunciation will be obliged to do special work in the phonetics laboratory until their defects are corrected.

D. Language Practice

A. BEGINNERS' COURSE.

The fundamentals of German grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of German. *It is not open to members of the German School, and will not count for graduate credit.* (See page 6).

Daily at 8:00. (Middlebury Campus)

61. ADVANCED COMPOSITION AND STYLISTICS.

A systematic study of style, shades of meaning, adequacy of expression. Model selections of prose and master translations will form the basis for imitative composition and for translation of passages of increasing difficulty. A thorough knowledge of German grammar is prerequisite for this course. 7:30 Mr. Schirokauer.

62. ADVANCED ORAL PRACTICE.

Intensive training in German oral practice, public speaking, and self-expression. Each period will be carefully outlined as regards subjects to be discussed, vocabulary preparation, the two sides of the debate, reports on books and articles. A thorough study of idioms, words, their pronunciation, shades of meaning, synonyms, families, etc., will be an essential part of the work in this group. The number of students admitted to this course will be limited to allow a maximum of efficiency and homogeneity. Only those with a certain fluency in speaking will be admitted. 10:30 Mr. Neuse.

65. COMPOSITION AND GRAMMAR REVIEW.

A systematic review of German grammar and syntax. Compositions of gradually increasing difficulty, proceeding from concrete observations to theoretical and abstract discussion. Study of synonyms and idioms. 7:30

68. GRAMMAR.

A thorough and systematic review of German grammar, syntax, and basic vocabulary. Reading and stylistic analysis of simple prose and poetry. Daily papers and reports. This course is supplemented by the ORAL PRACTICE course and should be taken only in conjunction with it. No auditors. Two credits (no credit toward the M.A. degree). 7:30 Mr. Tiller.

69. ORAL PRACTICE.

The goal of this course is to develop the ability to use German correctly and idiomatically in conversation. Beginning with reading exercises and reports, it will proceed to the organization of the vocabulary into thought groups which will serve as the basis for conversation and group discussion. Since this course is designed to supplement the GRAMMAR course, it should be taken alone only by students who have demonstrated a fair knowledge of grammar in the preliminary examination (see page 45.) No auditors. One credit (no credit toward the M.A. degree). 8:30 Mr. Tiller.

LANGUAGE CLINIC. *Students who need special assistance on account of particular deficiencies in grammar, written and oral expression, will be assigned to individual members of the staff for extra work.*

E. The Teaching of German

72. A CRITICAL STUDY OF HIGH SCHOOL AND COLLEGE TEXTS.

A course designed especially for teachers in high schools and colleges, dealing with the reading material of the second, third, and fourth years of German. Short stories, novels, dramas, published by our different publishing companies will be read, discussed, and classified as to their difficulty, their literary, esthetic, informational, educational values, their true description of German life and civilization, and their special interest to students. The different types of reading (oral, silent, intensive, extensive, supplementary) will be discussed and practiced. Students taking this course are advised to bring whatever editions of high school texts they possess. 8:30 Mr. Gaede.

Schedule

		7:00 Breakfast	
7:30	Stylistics	Composition	Grammar
8:30	Romanticism	High School Texts	Oral Practice
9:30	Faust	19th Cent. Fiction	
10:30	History	Advanced Oral Practice	
11:30	20th Cent. Literature		
		12:30 Lunch	
		6:30 Dinner	
		8:00 "Hausmusik"	

Required Courses

Required courses for the Master's Degree are:

1. Two of the three Civilization Courses (41, 42, 43).
2. The History of the German Language (51).
3. Phonetics (55).
4. Methods of Teaching (71, including some teaching under observation in the Demonstration School).
5. Advanced Composition (61).
6. At least 8 credits in German Literature at the Middlebury College School of German, among which must be a survey course (preferably 13 or 15).

Required courses for the Degree of Doctor of Modern Languages (in addition to the foregoing courses) are:

1. One additional Civilization Course (Group B).
2. A complete Survey of German Literature (Group A).
3. Goethe's Faust (21).

Study Plan

The following list of courses, covering the next four years but subject to minor changes, is offered to facilitate the selection of studies especially for students working toward a degree.

A. LITERATURE

Survey Courses (4 year rotation)

11. Early Literature (1943)
12. Barock und Aufklärung (1944)
13. The Classical Period (1945)
14. The Romantic Period (1942)
15. Nineteenth Century (1943)

Detailed Studies

20. Special Investigation (yearly)
21. Goethe's Faust (1942)
22. Goethe's Novels
24. Lessing, Herder
25. Schiller
31. Kleist, Grillparzer, Hebbel
34. Lyric Poetry
35. 19th Century Fiction
36. Modern Drama
37. Modern Fiction
38. Modern Lyrics
39. 20th Century Lit. (1942)

B. CIVILIZATION

(3 year rotation)

41. German History (1942)
42. German Folklore (1943)
43. German Art (1944)

C. LANGUAGE

51. History of the German Language (1943)
55. Phonetics (1943)

D. LANGUAGE PRACTICE

(yearly)

61. Advanced Composition
62. Advanced Oral Practice
65. Composition and Grammar Review
68. Grammar
69. Oral Practice

E. THE TEACHING OF GERMAN

71. Methods of Teaching (1943)
72. Study of High School and College Texts (1942)

Hilltop Picnic

LIFE IN THE SCHOOL

The Aims The school is primarily designed for advanced students who, possessing a fair speaking and reading knowledge of German, wish to perfect their ability to use it and desire to deepen and broaden their acquaintance with German literature as well as with its cultural background and the soil on which it has grown. If such aims will appeal primarily to teachers and graduate students majoring in the language, they should also attract those who, interested in German from a cultural point of view, would welcome the association with a homogeneous group of persons of like tastes and interests.

Location The location proved highly successful from the very outset. The life of the little German community centers around the quaint New England square of the village, with the schoolhouse at one corner, the Bristol Inn at another, and the half dozen houses in which the students are located, scattered in the immediate vicinity. Owing to the good library and art collection lent by the College, the schoolrooms and the annex of the Inn radiate a German atmosphere essential for carrying out the plans of

the school. For it is necessary that the student, beyond the knowledge to be acquired in the classroom, should come into an intimate contact with the cultural values of the foreign country, especially at a time when most portentous social and political changes are taking place, when old tables of value in art, literature, and philosophy are broken, and when an independent judgment can be formed only on the basis of historical perspective.

The Work No elementary courses are given in Bristol; from the first, students speak the language of the school. Undergraduates with a good preparation will find sufficient work in intermediate courses offered and will be given proper consideration and reduced work if taking courses primarily intended for graduates. All instruction lies in the hands of native teachers, who also preside at the meals and are ready for help and advice in and outside of the classroom.

Admission For all questions concerning admission see page 5. In order to avoid too many changes during the first week of the session new students are asked to show in a preliminary test their proficiency in the German language (see page 45). Since the success of the school and the benefit derived from attending it depends on the creation of an atmosphere of intimate group consciousness and a carrying out of a carefully planned program of six weeks, participation in all official activities of the school, such as lectures, after-dinner gatherings, and singing is obligatory. *Students not wishing to participate in the social life of the school can be accepted only in very rare cases with the consent of the Director and after an examination in which they have proved their excellence in handling the language. They are, however, expected to take part in the daily singing and to attend extracurricular lectures and programs.* (For Visitors see page 11.)

Credits Two credits will be allowed for all courses meeting five hours a week with the exception of course 69 which carries one credit. All courses count toward the Baccalaureate degree and all except Beginners' Course A, Grammar (course 68) and Oral Practice (course 69) count towards the Master's degree. Other information concerning credits will be found on pages 6–7.

Degrees, Examinations, Fees For complete information concerning degrees, examinations, fees, opening of session, etc., see pages 7 to 12.

Center The social center and dining hall will be at the Bristol Inn in a separate annex. The Inn is an old hostelry, well known in Vermont for its gracious hospitality and superior cuisine.

Meals Breakfast will be served at seven, lunch at half-past twelve, and dinner at half-past six. The students gather at small tables, each table presided over by a member of the faculty. Students and teachers rotate according to a fixed schedule so as to enable all to get acquainted. After the noon and evening meals German songs are sung in the *Gartensaal*, the social room of the German School back of the Inn.

Lectures There will be brief lectures or readings after dinner and a production of a drama or a program of music every Thursday evening. "Literarische Sonntagsandachten," not conflicting with local church services, will be held every Sunday morning.

Music Music is recognized as a primary factor in fostering the community spirit of the school. To be sure, the school arranges for a number of formal concerts by its own staff as well as by other guest artists. But the main emphasis is laid not upon the passive enjoyment of music as mere entertainment but, rather, upon having the musical life of the school grow out of the active cooperation of the students themselves. Therefore, under the leadership of Mr. Tiller, special attention will be given to the rehearsing and presentation of instrumental and vocal music by German composers. The scope of this extra-curricular activity will naturally depend on the presence of musical talent among the students. In the past, various chamber-music groups and choruses were organized and furnished the music for the Sonntagsandachten in addition to giving concerts for the school and the village. In order to make this musical activity possible and to prevent delay in its organization, all students are urged to bring their instruments and suitable music.

Recreation and Sport On Saturdays, the school organizes hikes into the near-by Green Mountains or to lakes in the Champlain Valley. Faculty members regularly participate in these outings, and students will enjoy this period of week-end relaxation during which the foreign language is used in an atmosphere different from that in the classroom and study. The local ball park where group games (Schlagball, etc.) are frequently played, tennis courts, and a good golf course in the vicinity of the village offer further opportunities for physical exercise. On Tuesday and Friday evenings all students are expected to join in the folk dances which are taught on the lawn behind the Inn.

OTHER INFORMATION

Arrival On July 6, students should report in the Library of the German School which is located in the Gymnasium of the local High School. There the Director and Dean will advise them regarding courses and give out other information from 9:00 a. m. on. All students will meet the representatives of the college treasurer and recorder at the same place.

The first meal will be supper at the Inn at 6:30 the same day. The first official assembly of the German School will be held at 8:30 in the *Gartensaal* of the Inn. All students are required to attend. Classes will begin at 7:30 o'clock Tuesday morning, July 7.

Bookstore At the Bücherstube books used in the courses may be purchased; but also other books of fiction, drama, poetry, illustrated books on German art, and reproductions of paintings will be offered for sale at moderate prices. *For advance reading lists write to the Language Schools Office or the Dean.*

Opportunities for Service All waiters and waitresses in the German School dining hall must be able to speak German. In order to secure such a staff, opportunity is offered to a limited number of students to earn their board in return for their service. Those interested should write for application blanks to the Dean of the School as early as possible.

Scholarships In commemoration of the late Professor Martin Sommerfeld who taught in the German School in the summer of 1939, a scholarship fund was established through generous contributions from students and faculty. This scholarship, known as the *Martin Sommerfeld Scholarship*, will be awarded each year to the amount of $60.00, and it will be open to all former and new graduate students who would be unable to attend without financial assistance.

In addition to the *Martin Sommerfeld Scholarship* two other scholarships of $50.00 each are available.

These three scholarships will be awarded on the basis of need, merit, and scholastic promise. Application blanks may be obtained from the Dean of the German School and must be filed before May 15. The awards will be announced before June 1.

Address Correspondence concerning admission, courses, credits, scholarship, and degrees should be addressed to Prof. Werner Neuse, 21 South Street, Middlebury, Vermont. Correspondence concerning rooms and fees should be addressed to Language Schools Office, Middlebury College, Middlebury, Vermont.

Scuola
Italiana
Considerate la vostra semenza:
Fatti non foste a viver come bruti,
Ma per seguir virtude e conoscenza.
Dante

THE ITALIAN SCHOOL

(From July 3 to August 20)

Because of the significant contribution of Italy to modern philosophy and science, the study of Italian has become a useful tool for scientific purposes, as well as for the study of art, music, and literature. Moreover, many citizens of our country, of Italian parentage or birth, are naturally drawn to the study of the language and culture of their forebears, with the result that many secondary schools and most colleges and universities now feel the need of offering courses in Italian.

It will continue to be the exclusive aim of the Middlebury Italian School to help preserve in America, for the enrichment of our national life, those values of Italian culture which are the prized heritage of all mankind.

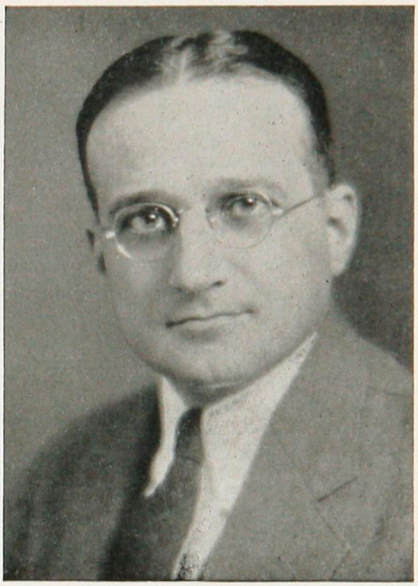
The Session of 1942 The Italian School of Middlebury College was founded in 1932 by Dr. Gabriella Bosano, Chairman of the Italian Department at Wellesley College. Her high scholarship, energy, and personal charm won immediate success for the school. Following her resignation in 1938, the school was most fortunate to secure as Director, Dr. Camillo Merlino, Professor of Romance Languages at Boston University, and a past President of the American Association of Teachers of Italian. Dr. Merlino is in personal charge of the organization and plans for the session of 1942.

He is pleased to announce the appointment, as Visiting Professor, of Dr. Domenico Vittorini, of the University of Pennsylvania, as well as the return of Maestro Sandro Benelli, Professors Teresa Carbonara, Enrico Carbonara, and Gaetano Massa. These together with the Director will constitute the teaching staff for 1942.

Besides the basic graded offerings in both the spoken and written language of Italy, and the annual course in Italian folk songs, the 1942 curriculum will be further enriched by the following courses of advanced character: Cultural Correlation for Teachers of Italian; History of Italian Music; Dante's *Paradiso*; Realism in the Italian Renaissance; and From Latin to Italian. Moreover, the non-credit course in Italian Club Activities will again be offered.

ITALIAN SCHOOL STAFF

CAMILLO PASCAL MERLINO, *Director.*



A.B., Harvard University, 1923; A.M., 1926; Ph.D., 1928; Rogers Traveling Fellow of Harvard University, 1926–27, (study in France, Italy, and Spain); Instructor in French and Italian, Hobart College, 1923–24; Instructor in Romance Languages and Tutor in the Division of Modern Languages, Harvard University, 1924–26 and Radcliffe College 1927–28; Instructor in French, University of California, 1928–29; Associate in Italian, Bryn Mawr College, 1929–30; Assistant Professor of Italian, University of Michigan, 1930–36; Associate Professor 1936–37; Associate Professor of Romance Languages, Boston University, 1937–38; Professor, 1938—; Acting Director and Visiting Professor, Middlebury Italian Summer School, 1938; Director, 1939—.

Secretary-Treasurer of the American Association of Teachers of Italian, 1932–40; President, 1940; Member of the Executive Council of the National Federation of Modern Language Teachers and Vice-President for 1937; President of the Circolo Italiano di Boston, 1937—; Member of the Modern Language Association of America (Editorial Consultant, 1935—), Dante Society, American Association of University Professors, etc.

Publications: *The French Studies of Mario Equicola*, University of California Publications in Modern Philology, 1929; *A Bibliography of Italian Homage Volumes*, Italica, 1930; *References to Spanish Literature in Equicola's Natura de Amore*, Modern Philology, 1934; and other articles, as well as reviews and translations. Collaborator on the *Bibliografia Veneziana* for the R. Istituto Veneto di Scienze, Lettere ed Arti.

DOMENICO VITTORINI, *Visiting Professor.*

Dottore in lettere e filosofia, University of Rome, 1916; M.A., Princeton University, 1917. Assistant Professor of Romanic Languages and Literatures, University of Pennsylvania, 1925–1938; Associate Professor, 1938—; Visiting Professor, Middlebury Italian Summer School, 1936; Instructor, 1941.

Vice-President of the International Institute of Philadelphia, 1935, 1936; Member of the Board of Directors of the Società pro-Cultura Italiana of Philadelphia, 1935—; Lecturer on literary and historical aspects of Italian life; Socio corrispondente dell'Ateneo Veneto, 1934—; Member of Modern Language Association of America, American Association of Teachers of Italian, etc.

Publications: *The Modern Italian Novel*, 1930, (University of Pennsylvania Press); *The Drama of Luigi Pirandello*, 1935, (University of Pennsylvania Press); several articles as well as frequent book reviews in Italian and American professional journals.

SANDRO BENELLI.

Pupil of Maestro Antonio Scontrino; diploma of "Alta Composizione," R. Conservatorio Luigi Cherubini, 1915; choir director of the Churches of S. Croce and S. Marco, Firenze, 1922–27; professor of Choral Music, R. Conservatorio Luigi Cherubini, Firenze, 1925; founder and director of the "Coro Fiorentino"; member of the Committees to Commemorate Dante Alighieri, 1921; William Byrd, 1923; Palestrina, 1925; founder and director in the United States of the Florentine Choir (gave 300 concerts in various American cities); choir director of the Church of Our Lady Queen of Martyrs, Forest Hills, N. Y., 1931—; director of the "Coro Folkloristico d'Italia," director of the Madrigal Singers, New York, 1931—; director of the *Coro d'Italia News*, New York, 1935—; Lecturer on Education, New York University, 1939—; Visiting Professor, Middlebury Italian Summer School, 1937; Instructor, 1938, 1939, 1940, 1941, 1942.

Composer of: *Oratorio Santo Francesco*, chamber music, and cantatas. Lecturer on musical subjects. Author of: *Le più belle canzoni italiane*; in preparation, *Canzoniere Italiano*; numerous articles on musical subjects in *Atlantica*, *Corriere d'America*, *Impero*; weekly radio program of "Italian Folk Songs."

SIGNORINA TERESA CARBONARA.

Born and educated in Italy; B.A., Barnard, 1920; M.A., Columbia University, 1921; completed residence requirements for Ph.D. at Columbia, 1925–29; Instructor in Latin and French, College of New Rochelle, 1921–1924; Instructor in Italian, Spence School, New York, 1924–1929; Instructor in Italian, Barnard College, 1929—; Lecturer on general topics of Italian culture; Middlebury Italian Summer School, 1936, 1937, 1938, 1939, 1940, 1941, 1942.

ENRICO CARBONARA.

B.A., College of the City of New York, 1925; Graduate student, Yale University, 1928–29; University for Foreigners, Florence, Summer Session, 1929; M.A., Columbia University, 1930. Instructor in Italian, Columbia University, 1930–31; Radio broadcasts of lessons in Italian conversation, 1931–33; Teacher of Italian and French, Newton High School, New York 1932–35; Teacher of Italian, Port Chester Senior High School, Westchester, New York, 1937–38; Member of the Executive Council and Corresponding Secretary of the Italian Teachers' Association, 1936–37; Teacher of Italian and French, Evander Childs High School, 1938–40; teacher of Italian, Christopher Columbus High School, The Bronx, N. Y., 1940—; Middlebury Italian Summer School, 1940, 1941, 1942.

Publications: *Lessons in Italian Conversation*, Y.M.C.A. School of Languages, New York, 1932; *The Value of Italian in Promoting International Good-Will and Understanding*, Faculty Bulletin of the Evander Childs High School, January 1937. Translations and reviews published in various periodicals.

In preparation: *Basic Italian* (in collaboration).

GAETANO MASSA.

Convitto Ludovico Ariosto e Liceo Battista Vico, Naples, 1928; Universidad de Madrid, 1933; Completed French Course at the Institut Français en Espagne de l'Université de Toulouse (Madrid), 1932; Received diploma to teach Esperanto (Madrid), 1932; Resident and Italian Instructor at the Cité Universitaire (Paris), summer 1932; Romance Language Specialist for the Linguaphone Institute since 1934;

Instructor of Italian and Spanish, The Residence School, New York, 1938—; Editor of *Il Giornalino*, 1939. Editor of *Las Americas*, 1940—; Visiting Professor, Middlebury Italian Summer School, 1940; Instructor, 1941, 1942.

Publications: *An Aid to Italian Letter Writing; An Aid to Spanish Letter Writing; An Outline of Italian Civilization; Italian Idioms and Proverbs; Goldoni, Pirandello* (essays), *Le Baruffe Chioggiotte* (translated into Italian from Venetian, with notes); In preparation: *Dialoghi Celeri; Guida alla Bella Italia.* Contributor to several cultural magazines; translator of scientific and literary material; broadcast a dramatized course of Italian lessons. publisher of Tricolor Series, 1939—; Director of Las Americas Publishing Company.

Auxiliary Personnel

Signorina Bridget Marano, a.m., Secretary to the Director.
Signor Rocco Mastrangelo, a.m., Aide to the Director.
Signor Joseph A. Iacovino, s.b., Assistant in the Bookstore.

Maestro Benelli and School Folk Singers

THE COURSES OF STUDY

Group A. Language

A. BEGINNERS' COURSE.

Grammar; drill in correct pronunciation; dictation; conversation. Reading of modern Italian short stories and plays.

This course is open only to students in the other Middlebury Schools who wish to begin the study of Italian. *It will not be open to members of the Italian School, and will not count for graduate credit.* (See page 6).

Daily at 9:00 in Munroe 211. Signorina Carbonara.

Italian School, 1941

1. INTERMEDIATE GRAMMAR AND COMPOSITION.

A thorough review of Italian grammar. Constant oral and written practice; vocabulary building; free composition; translation. This course is intended for students who have a good elementary knowledge of the language; it aims to impart a reasonable degree of proficiency in the use of the fundamental principles of grammar.

Daily at 9:00 in Munroe 207. SIGNOR MASSA.

2. ADVANCED COMPOSITION.

An *advanced* course for students possessing a good knowledge of Italian. It will consist of translations from English into Italian of a variety of texts of increasing difficulty. There will also be practice in original composition. Frequent reference will be made to grammar and syntax in the systematic study of idioms and synonyms.

Daily at 8:00 in Munroe 206. SIGNOR VITTORINI.

3. ORAL PRACTICE AND SELF-EXPRESSION.

a. Conversation. Three times a week, conversation on assigned topics with a definite vocabulary of everyday use. Discussion of topics bearing on the geography, life, and customs of the Italian people. "Analisi estetica"–short poems representative of the major poets of Italy, will be chosen for detailed analysis.

b. Practical phonetics. Twice a week, exercises in pronunciation based on reading aloud (short passages of prose and poetry; emphasis on rhythm and melody of the spoken language) and on a practical application of scientific phonetics.

Daily at 8:00 in Munroe 211. SIGNOR CARBONARA.

4. ADVANCED ORAL PRACTICE AND SELF-EXPRESSION.

Intensive training in oral practice, public speaking, and self-expression. A detailed program arranged for each hour; prepared discussion on assigned subjects, with definite vocabulary preparation; short debates, oral reports, oral criticisms of books or articles.

Daily at 11:00 in Munroe 206. SIGNORINA CARBONARA.

5. ORAL STYLISTICS.

This course is designed to meet, through carefully planned exercises, the needs of those who have already acquired general proficiency in the spoken language. It aims to develop natural fluency through emphasizing the difference between what is merely correct and what is Italian.

Daily at 10:00 in Munroe 206. SIGNORINA CARBONARA.

6. FROM LATIN TO ITALIAN.

Through lectures and the analysis of texts, this course is designed to present in outline the historical development of present-day Italian with special emphasis on its phonology. Frequent reference will be made to the linguistic phenomena pertinent to the teaching of Italian as well as to cognate developments in the sister Romance languages.

Daily at 8:00 in Munroe 207. SIGNOR MERLINO.

7. (IDIOMATIC PROSE TRANSLATION.)

Omitted in 1942.

Group B. Literature and Civilization

11. (GENERAL VIEW OF ITALIAN LITERATURE.)

Omitted in 1942.

12. CULTURAL CORRELATION FOR TEACHERS OF ITALIAN.

Through lectures, personal consultations, and discussions of available equipment, this course will help to acquaint the students with the possibilities and methods enabling them to correlate the teaching of Italian and Italian civilization with other subjects in the curriculum of secondary schools and colleges.

Daily at 12:00 in Munroe 207. SIGNOR MASSA.

13. HISTORY OF ITALIAN MUSIC.

The most significant periods in the development of Italian music with special emphasis on the opera of the nineteenth century. The lectures will be illustrated with records and slides.

Daily at 10:00 in Munroe 207. MAESTRO BENELLI.

14. DANTE AND HIS TIMES (THE PARADISO).

In the course of three summers, the *Divina Commedia* is read and analyzed in its entirety in the light of the literary, political, and religious ideals of the Middle Ages. In 1942, the *Paradiso* will be the object of special study. This course may be taken for credit in three consecutive summers.

Daily at 9:00 in Munroe 206. SIGNOR MERLINO.

15. (THE HUMAN VALUES OF ITALIAN LITERATURE.)

Omitted in 1942.

16. REALISM IN THE ITALIAN RENAISSANCE.

Discussion of the concept of realism. Analysis of forms that realism took in Italian literature during the centuries of the Renaissance. Reading of the texts that illustrate this trend from the XIIIth to the XVIIth centuries. A study of the popular realism of Cielo d'Alcamo, Ciacco dell'Anguillara, Cecco Angiolieri, and of the more complete forms that it assumed in Dante, Boccaccio, Poliziano, Pulci, Ariosto, Berni, Folengo, and others.

Daily at 11:00 in Munroe 207. SIGNOR VITTORINI.

17. (STUDIES IN CONTEMPORARY ITALIAN LITERATURE.)

Omitted in 1942.

Group C. Problems and Methods

21. (THE TEACHING OF ITALIAN.)

Omitted in 1942.

22. THE TEACHING OF ITALIAN FOLK SONGS.

The teaching of Italian folk songs of the various provinces of Italy, as a contribution to the phonetic training of the teacher and the student of Italian in the American high school. Exercises in practical music; vocal lessons.

Daily at 12:00 in Gifford Hall. MAESTRO BENELLI.

23. THE TEACHING OF MODERN FOREIGN LANGUAGES: PROBLEMS AND METHODS.

Daily at 2:00 (See page 27.) M. MÉRAS.

24. ITALIAN CLUB ACTIVITIES.

Through a series of informal but carefully planned meetings, the various practical problems inherent in the organization and activities of the Circolo Italiano will be considered. Type programs will be presented with all necessary demonstration and ample opportunity will be offered for the free exchange of opinions and suggestions. (No academic credit is allowed for this course.)

Time of meetings to be arranged. SIGNOR MASSA, with the collaboration of other members of the staff.

25. RESEARCH.

All students, especially candidates for the doctorate, who are working on a problem of literary or linguistic research, are invited to profit by the individual guidance offered by the school staff. Personal consultations will be arranged through the Director. Such assistance is gladly offered and students are urged to take advantage of it.

SIGNOR MERLINO, with the collaboration of members of the staff.

Schedule of Classes

8:00	2	Advanced Composition	Munroe 206 SIGNOR VITTORINI
	3	Oral Practice	Munroe 211 SIGNOR CARBONARA
	6	From Latin to Italian	Munroe 207 SIGNOR MERLINO
9:00	A	Beginners' Course	Munroe 211 SIGNORINA CARBONARA
	1	Intermediate Composition	Munroe 207 SIGNOR MASSA
	14	Dante	Munroe 206 SIGNOR MERLINO
10:00	13	History of Italian Music	Munroe 207 MAESTRO BENELLI
	5	Oral Stylistics	Munroe 206 SIGNORINA CARBONARA
11:00	4	Advanced Oral Practice	Munroe 206 SIGNORINA CARBONARA
	16	Italian Renaissance	Munroe 207 SIGNOR VITTORINI
12:00	12	Cultural Correlation	Munroe 207 SIGNOR MASSA
	22	Italian Folk Songs	Gifford Hall MAESTRO BENELLI
2:00	23	The Teaching of Modern Foreign Languages	M. MÉRAS

Credits Unless otherwise indicated, two credits or semester hours will be allowed for each course, and all except Course A count toward the Master's degree. (See also pages 6–7.)

Note: Course 2 (Advanced Composition) may be taken twice for credit, as the material of the course varies each year. Course 14 (Dante) may be taken three times for credit, once on the *Inferno*, once on the *Purgatorio*, and once on the *Paradiso*. No other courses in the school may be repeated for credit.

General Information

The Session opens for registration on Friday, July 3, and classes begin Monday, July 6, at 8:00 a.m. (See also page 10).

Admission Students may enter without examination, and without being candidates for degrees. No student will be admitted unless his qualifications are approved by the Director, and the right is reserved to place students in classes best suited to them.

Registration As soon as possible after arriving on July 3, every student should register for courses with the Director. After arranging his program, he will be directed to the Recorder and Treasurer for general registration and the payment of fees. Upon receipt of admission cards from this department, students will be ready for classes. Late registration is subject to fine and will not be permitted after the first week. (See page 10.)

Other Schools In accordance with the close cooperation established with the other Middlebury Language Schools, it is permissible for regularly enrolled students in the Italian School to visit courses in the other schools without charge. Members of the Italian School may also enroll in the other schools, on payment of a fee of $10 for each course. Permission for such special enrollment must be secured from the heads of both schools concerned. Credits earned in the Italian School may be counted toward the Middlebury Master's degree in French, Spanish, and German, subject to any special requirements of the latter schools.

Italian School Picnic

LIFE IN THE SCHOOL

Use of Italian The Middlebury idea of language learning requires for its effective execution a genuinely friendly atmosphere. This friendliness and spirit of happy cooperation is one of the most attractive features of the school. With it, the rule of *no English* soon loses its rigor, and the exclusive use of Italian becomes a pleasant challenge and discovery from day to day.

The Italian House For the summer of 1942, the Italian School will occupy Gifford Hall, the newest dormitory on the campus. Built of native Vermont stone, it is both fireproof and insulated and is equipped with all the modern dormitory appointments. There are rooms *en suite* with a common study; connecting double rooms; and single rooms. Commanding a view of superb beauty and grandeur, Gifford Hall will provide excellent and most attractive accommodations for the entire school, including the office of the Director and the Italian Bookstore.

The Italian Dining Room A loggia from the main building leads into the beautiful and spacious dining room as well as into the Lounge, where most of the social gatherings will take place. The hum of conversation in the dining room, which at times becomes a veritable din, is natural and spontaneous. Prompted and guided by understanding instructors who preside at each table, the students quickly overcome their linguistic shyness. In order to get better acquainted with one another and with all the instructors, students are required to rotate according to a fixed schedule.

Regularly enrolled students in the French and Spanish schools who have a knowledge of Italian may, with the permission of the Director, arrange to have some of their meals in the Italian dining hall, if an exchange can be effected.

Activities The morning hours will be given over to class work, leaving the afternoon free for recreation and study. Students and teachers will meet frequently in the evening for readings, lectures, choral assemblies and social gatherings. The school picnics, informal instruction in folk songs and folk dances, an Italian "Professor Quizz," the popular game of "bocce," and ample opportunity for hiking afford further pleasant relaxation. On Sunday and Thursday evenings the students of the Italian School will be free to accept the invitation of the French School to attend the concerts of chamber music and other entertainments. They are also invited to participate in its annual Costume Ball.

Fees For complete information concerning fees, rules governing visitors and special registration, reservations, etc., see pages 11 and 12.

Scholarships For the summer of 1942, several scholarships are available. These will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before May fifteenth.

Grateful acknowledgment is made of the following special scholarships, all of fifty dollars each, made possible through the generosity of friends of the school:

Ten Bonomo Scholarships offered by Mr. and Mrs. Richard V. Bonomo of Jersey City, New Jersey.

Two Pope Scholarships offered by Mr. and Mrs. Generoso Pope, of New York City.

Two Schimenti Scholarships offered by Mr. and Mrs. Gandolfo Schimenti, of Forest Hills, New York.

The Thomas J. Quirk Circolo Italiano Scholarship offered again this year by the Circolo Italiano of the Hartford (Conn.) Public High School.

One "Isabella Ricchini Bosano Memorial Scholarship" offered in loving memory of her mother by Dr. Gabriella Bosano.

One Scuola Italiana Scholarship offered by the students of the 1941 session of the Middlebury Italian School.

Self Help Another important way in which students may assist in defraying their expenses is by waiting on table in the Italian dining room. All waiters or waitresses are students at the school who are able to use Italian exclusively in the dining room. The remuneration for this service is their board. The remaining cost of the summer session may be as low as $150. Those interested should write for information and application blanks to Miss Mary C. Dutton, Middlebury College.

Books A special collection of books has been organized as a library of suggestions for high school teachers of Italian. The collection includes children's books in Italian; books about Italian life and culture for young students; and suggestions for supplementary reading.

There is also an Italian bookshop on the campus, at which students will be able to purchase the texts required for class work, as well as a variety of classic and modern Italian literature which should prove very interesting to a lover of the language.

Correspondence Correspondence concerning admission, credits, and choice of courses should be addressed to the Director of the Italian School, Dr. Camillo Merlino, Department of Romance Languages, Boston University, Boston, Massachusetts. Correspondence concerning fees and transcripts should be addressed to Mrs. Pamelia S. Powell; and concerning rooms, to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College, Middlebury, Vermont.

Escuela Española

La libertad, Sancho, es uno de los más preciosos dones que a los hombres dieron los cielos: con ella no pueden igualarse los tesoros que encierra la tierra, ni el mar encubre; por la libertad, así como por la honra, se puede y debe aventurar la vida; y, por el contrario, el cautiverio es el mayor mal que puede venir a los hombres.

Cervantes

THE SPANISH SCHOOL

(From July 3 to August 20)

The Middlebury Spanish School, under the direct supervision of Juan A. Centeno, will hold its twenty-sixth session this summer. Since its foundation the school, whose aim is to serve as a center of formation and orientation for teachers and students of Spanish, has endeavored to offer a program of studies planned to train and qualify its students. As in previous years, the courses of 1942 are entrusted to well-qualified and experienced teachers.

The Visiting Professor this summer will be Enrique Díez-Canedo—at present a member of the Colegio de México—a renowned critic and writer, and an authority in the fields of Theatre and Spanish American literature. The school is especially pleased to be able to offer its students the opportunity of working with Professor Díez-Canedo.

Other new appointments for this summer include: the return of Pedro Salinas, Visiting Professor in 1937 and 1938, who will give a special course on Rubén Darío; the appointment of Raimundo Lazo from the University of Havana who will be in charge of the Spanish American Novel course; the appointment of Augusto Centeno of Princeton University who will offer a new course in Stylistics; the return of Richard Pattee of the Division of Cultural Relations of the Department of State.

Most faculty members of last summer will return to take charge of their respective courses and additional sections of the basic language courses will be given to Srtas. Concha de Albornoz and María de Oñate.

Outdoor Seminar

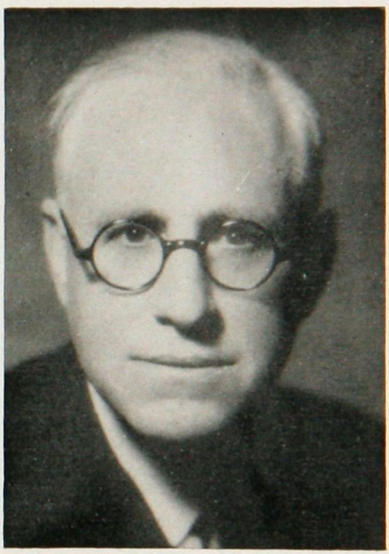
SPANISH SCHOOL STAFF

JUAN A. CENTENO, *Director.*

A.B., Instituto de San Isidro, Madrid, 1920; M.D., University of Madrid, 1927; Graduate Fellow, University of Wisconsin, 1927–28; Instructor in Spanish, University of Oregon, 1928–29; Instructor of Spanish, University of Syracuse, 1929–30; Instructor of Spanish, Middlebury Spanish School, 1929–30–31; Associate Professor of Spanish, Middlebury College, 1931–32; Professor of Spanish, Middlebury College, 1933—.

ENRIQUE DÍEZ-CANEDO, *Visiting Professor.*

A.B., Instituto Cardenal Cisneros, Madrid; Graduate of the Facultad de Derecho, University of Madrid; Professor at La Escuela de Artes y Oficios, Madrid; Professor and Director of La Escuela Central de Idiomas, Madrid; Visiting Professor, University of Santiago de Chile; Visiting Professor, University of México; Special lecturer with official missions in Paris, Prague, Lisbon and the Philippine Islands; Professor, Course for Foreign Students, Madrid; Visiting Professor, Columbia University, summer 1932; Member of the Spanish Academy, 1935; Corresponding member of the Argentine Academy of Letters, 1936; Ambassador of Spain to Uruguay, 1933–34; Ambassador of Spain to Argentine, 1936–37; Professor, Summer Sessions of the University of México since 1939; at present, member of the Colegio de México; Middlebury Spanish School, 1942.



Collaborator in the Madrid dailies *El Sol* and *La Voz* from their foundation; collaborator in the reviews *La Lectura, España, La Pluma, La Revista de Occidente* etc. of Madrid; Director of *Tierra Firme*, Madrid; collaborator of the daily, *La Nación*, and the review, *Nosotros*, of Buenos Aires; also of the Mexican reviews *Contemporáneos, Letras de México, Romance, Jueves de Excelsior* etc.

Author of *Versos de las Horas, La Visita del Sol, La sombra del Ensueño, Algunos Versos, Epigramas Americanos, El Desterrado* (poetry); *La Poesía Francesa Moderna, Conversaciones literarias, Sala de Retratos, Los Dioses en el Prado, El Teatro y sus Enemigos* (criticism) etc.

Translations of Montaigne, Heine, Verlaine, Jammes, Wells, etc.

CONCHA DE ALBORNOZ.

Licenciada en Filosofía y Letras, University of Madrid, 1922; Professor of Spanish Language and Literature, Instituto Antonio de Nebrija of Madrid, 1933–36; Professor of Spanish Language and Literature, University of Salonika, 1938; Professor of Spanish Language and Literature, Escuela Libre of Havana, 1939; Professor of Spanish Language and Literature, Instituto Luis Vives of México City, 1940–41; Instructor, Mount Holyoke College, 1941—; Middlebury Spanish School, 1942.

JOSÉ M. ARCE.

A.B., Columbia University, 1922; A.M., 1923; Postgraduate work at the University of Madrid and Centro de Estudios Históricos, 1923–24, 1925–26; University of Dijon, summer of 1924; R. Instituto Superiore, Venice, fall of 1924; Fulfilled the resident requirements for the Ph.D. in Spanish, Columbia University, 1927; Columbia University Extension, winter term, 1928; Instructor in Spanish, Hunter College, winter term, 1928; Instructor in Spanish, Dartmouth College, 1928–1929; Columbia University Summer Session, 1929; Assistant Professor of Spanish, Dartmouth College, 1929–41; Professor of Spanish, Dartmouth College, 1941—; Middlebury Spanish School, 1939–40–41–42.

Contributor to *Revista de Estudios Hispânicos, Boletín del Instituto de las Españas, Revista Hispânica Moderna, Repertorio Americano,* and *Hispania.*

CONCHA BRETÓN.

Colegio Internacional, Barcelona; Instituto General y Técnico, Barcelona, A.B.; Middlebury College, A.M.; Instructor, Colegio Internacional, Barcelona, 1921–23; Instructor, Wellesley College, 1924–25; Instructor, National Park Seminary, 1925–26;

Spanish School Staff, 1941

First Row: Sr. Guillén, Sra. Casalduero; Sr. Centeno, Sr. Navarro, Sra. Centeno, Sr. Casalduero, Sra. Guillén, and Sr. Sánchez y Escribano.
Second Row: Sr. Neale-Silva, Srta. Ruíz, Srta. Novoa, Sr. Arce, Srta. de Madariaga, Srta. Curtis-Guajardo, Sra. Neale-Silva, and Sr. López-Rey.
Third Row: Sr. Nin-Culmell, Srta. Bretón, Srta. García Lorca, Srta. Queneau, Srta. Martin, and Sr. Clement.

Middlebury Spanish School, 1926; Instructor, Penn Hall School and Junior College, 1926—; Middlebury Spanish School, 1940–41–42.

JOAQUÍN CASALDUERO.

Licenciado en Filosofía y Letras, University of Madrid, 1923; Doctor en Filosofía y Letras, University of Madrid, 1927. Has taught Spanish literature at the University of Strasbourg, 1925–27; University of Marburg, 1927–29; University of Cambridge, 1930; Guest Lecturer at the University of Oxford, 1931; Assistant Professor, Smith College, 1931–38; Associate Professor, Smith College, 1938—; Middlebury Spanish School, 1932–33–35–36–37–38–39–40–41–42.

Author of articles dealing with Tirso de Molina, Unamuno, Ganivet, Galdós, Cervantes and Bécquer published in *Die Neueren Sprachen*, *Revista Síntesis*, *Bulletin Hispanique*, *Revista de Filología Española*, *Cruz y Raya*, *P.M.L.A.*, *Universidad de Antioquía*, *Revista de Filología Hispánica*, and *Essays in Honor of President William Allan Neilson*; *Compendio de Historia de la Argentina* by F. A. Kirkpatrick, Spanish version with Juan Mascaró, Cambridge University Press, 1929; *Contribución al estudio del tema de Don Juan en el teatro español*, Northampton, 1938.

AUGUSTO CENTENO.

Licenciado en Filosofía y Letras, University of Madrid, 1923. Instructor of Spanish, Princeton University, 1923–27; Assistant Professor, 1927–1939; Associate Professor 1939—; Middlebury Spanish School, 1942.

Author of: *A Graded Spanish Review Grammar with Composition*, F. C. Crofts, 1933; *A Shorter Spanish Review Grammar*, F. C. Crofts, 1937 (both in collaboration with Courtney F. Tarr); *Reunión en México* (in collaboration with Manuel Salas), The Dryden Press, 1941; *The Intent of the Artist* (editor and contributor), Princeton University Press, 1941. Author of articles on Cervantes, Larra, etc. in *Modern Language Notes*.

Translations from French, English, and Russian into Spanish including works of Shelley, Pushkin, de Vigny, Emily Dickinson, Sherwood Anderson, Hart Crane, and Allen Tate.

ELISA CURTIS-GUAJARDO.

University of Chile, Santiago; A.B., University of Illinois, 1919; A.M., University of Wisconsin, 1926. In 1917 commissioned by the Chilean government to study the teaching of Modern Languages in the United States. Assistant, University of Illinois, 1919–1921; Instructor, Grinnell College, 1921–1923; Assistant Professor, Grinnell College, 1923–1936; University of Wisconsin, summer 1926; Boston, State Department of Education, 1936–40; Head of the Spanish Department, Cedar Crest College, 1940—; Middlebury Spanish School, 1940–41–42.

MARÍA DIEZ DE OÑATE.

Licenciada en Filosofía y Letras, University of Madrid. Diploma in Piano, Conservatory of Madrid. Instructor in Spanish, Middlebury College, 1920–22; Instructor, Vassar College, 1922–24; in charge of classes of Spanish Language and Literature for Foreign Students, Residencia de Señoritas, Madrid, 1924–26; Assistant Professor, Vassar College, 1926–27; Professor at the Instituto de Segunda Enseñanza, Salamanca, 1931–36; Instructor, Bennington College, 1937; Instructor, Pine Manor Junior College, 1937—; Middlebury Spanish School, 1942.

Author of: *Cancionero Español*, The Vermont Printing Company, 1924.

RAIMUNDO LAZO.

Doctor en Filosofía y Letras, University of Havana; Doctor en Derecho Civil, University of Havana; Professor of Spanish language and Spanish American literature, University of Havana; has been a Visiting Professor at the University of New Mexico and at Columbia University; Middlebury Spanish School, 1942.

Vice-President of the International Institute of Ibero-american Literature and co-editor of its official publication.

Frequent contributor to the most important Spanish American reviews.

JOSÉ LÓPEZ-REY.

Licenciado en Filosofía y Letras, University of Madrid, 1929; Doctor en Filosofía y Letras, University of Madrid, 1935; Taught Archaeology, University of Madrid, 1931; Assistant Professor, History Department of the Facultad de Filosofía y Letras, University of Madrid, 1932–39; Professor of History of Art, Centro de Estudios Históricos, Madrid, 1932–33 and 1935–39; Professor of History of Art, Summer Course for Foreign Students, Madrid, 1933; Technical Adviser for Art Teaching and Artistic Policy, Ministry of Public Education of Spain, 1933–39; Member of the Committee for the Reorganization of Public Education in Spain, 1933–34; Post graduate work at the Kunstgeschichte Institut and the University of Florence, 1931–32; Scholarship for research on Italian and Spanish Art, Vienna, 1933–34, on Spanish and Flemish Art, Paris and Brussels, 1934–35; General Commissioner for Spain at the International Art Exhibition, Venice, 1936; Member of the Spanish National Committee for the International Congress of History of Art, 1936; Guest Lecturer at the Annual Meeting of the College Art Association of America and the Instituto de las Españas, Columbia University, 1939; Institute of Fine Arts, New York University, 1940; Lecturer in the Culture of Spain, Columbia University, 1940; Visiting lecturer, Smith College, 1940–41; Lecturer, Smith College, 1941–42; Middlebury Spanish School, 1940–41–42.

Author of: *Antonio del Pollaiuolo y el fin del Quattrocento*, Madrid, 1935; *Realismo e impresionismo en las Artes figurativas españolas del siglo XIX*, Barcelona, 1937, *El Greco y el gusto de su tiempo*, *Sur*, Buenos Aires, 1941. Contributor to *Archivo Español de Arte y Arqueología*, *Erudición Iberoamericana*, *El Sol*, *El Liberal*, *La Libertad*, *Mirador*, *Hora de España*, etc.

EDUARDO NEALE-SILVA.

A.B., University of Chile, Santiago, 1925; A.M., University of Wisconsin, 1928; Ph.D., University of Wisconsin, 1935; Assistant, Instituto Pedagógico, Santiago, 1925; University of Iowa, Summer of 1935; Instructor, University of Wisconsin, 1925–1935; Assistant Professor, University of Wisconsin, 1935—; Guggenheim Fellowship for travel and study in South America, 1941–1942; Middlebury Spanish School, 1941–42.

Author of: *Lecturas Escogidas*, *Lecturas Modernas*, and *Lecturas Amenas* (All in collaboration with Dr. Lloyd Kasten, and published by Harper's). Contributor to *Hispanic Review*, *P.M.L.A.*, *Journalism Quarterly*, and *English Literary History*.

SOFÍA NOVOA.

Diploma for piano with First Prize, Conservatory of Madrid; advanced studies at the Conservatory of Lisboa; advanced studies at the Normal School of Paris; Professor of Music and Spanish Folklore, Escuela Internacional of Madrid, 1928–30; Instituto Escuela of Madrid, 1930–36; Residencia de Señoritas of Madrid, 1932–36; Hispanic

Institute of Columbia University, 1937–38; Barnard College, 1938–40; Dalton School, 1940—; Middlebury Spanish School, 1941–1942.

RICHARD PATTEE.

A.B., University of Arizona, 1926; A.M., Catholic University of America, 1927; Graduate work, Universidade de Coimbra (Portugal), 1928, and Université de Louvain (Belgium), 1931–32. Instructor in History and Political Sciences, University of Puerto Rico, 1927–31; Assistant Professor of History, University of Puerto Rico, 1932–37. Member, Faculty of Eleventh Seminar to Mexico of the Committee on Cultural Relations with Latin America, 1936. Senior Division Assistant, Division of Cultural Relations, Department of State, 1938—; Middlebury Spanish School, 1939, 1942.

Author of articles and monographs in *Revista Bimestre Cubana, Revista da Sociedade de Geographia de Lisboa, A Ordem* (Rio de Janeiro), *Hispanic American Historical Review, The Commonweal, American Catholic Historical Review* etc.

JUSTINA RUÍZ.

A.B., Instituto Cardenal Cisneros, Madrid, 1927; Licenciada en Derecho, University of Madrid, 1931; Diploma in Piano, Conservatory of Madrid, 1931; Studies for the doctorate, University of Madrid, 1932; Professor at the Instituto, Valdepeñas, 1933; Professor at the Instituto Lagasca, Madrid, 1934; Professor at the Instituto Mataró and Instituto Salmerón, Barcelona, 1936–39; Member of the Ilustre Colegio de Abogados, Madrid, 1934–39; Studies for the doctorate, Faculté de Droit, University of Paris, 1939; Instructor of Spanish, Abbot Academy, 1939–41; Instructor of Spanish, Wellesley College, 1941—; Middlebury Spanish School, 1941–42.

PEDRO SALINAS.

Licenciado en Filosofía y Letras, University of Madrid, 1913; Doctor en Filosofía y Letras, University of Madrid, 1916; Litt.D., Middlebury College, 1937; Professor Honoris Causa of the State College of Guanajuato, México, 1939; Lector of Spanish Literature, University of Paris (Faculté des Lettres), 1914–17; Professor of Spanish Language and Literature, University of Seville, 1918–30; Lector of Spanish, University of Cambridge, 1922–23; Director of the Course for Foreign Students, Centro de Estudios Históricos, Madrid, 1928–31; Director of the Contemporary Literature Division, Centro de Estudios Históricos, Madrid, 1932–36; Professor of Spanish Language for Foreign Students, Central School of Languages, Madrid, 1930–36; Professor of Spanish Language and Literature, University of Madrid, 1931–36; General Secretary of the International Summer University of Santander, 1933–36; Delivered the Turnbull Poetry Lectures, 1936; Special Lecturer in Spanish, Johns Hopkins University, 1937–38; Visiting Professor, Wellesley College, 1936–39; Visiting Professor, Middlebury Spanish School, 1937, 1938; Visiting Professor, University of Southern California, Los Angeles, summer 1939; Visiting Professor, University of California, Berkeley, summer 1941; Professor of Spanish, Johns Hopkins University, 1940—; Middlebury Spanish School, 1942.

Guest lecturer at the following European universities: King's College, Oxford; Université Libre de Bruxelles, Institut d'Etudes Franco-Hispaniques de l'Université de Paris, Hamburg, Berlin, Bonn, and Köln. Official lecturer of the Instituto de las Españas, Columbia University, 1936–37; Guest lecturer at several universities and colleges of México (México City, Guadalajara, Guanajuato, etc.) 1939 and 1940.

Author of: *Presagios*, Madrid, 1923; *Poema de Mío Cid* (in modern verse), Madrid, 1925; *Víspera del gozo*, Madrid, 1926; *Seguro Azar*, Madrid, 1929; *Fábula y Signo*, Madrid, 1931; *Meléndez Valdés* (edited with critical study), Madrid; *La voz a tí debida*, Madrid, 1933; *Razón de amor*, Madrid, 1936; *Lost Angel* and other poems (English version by Eleanor L. Turnbull), Baltimore, 1938; *Truth of Two* (English version by Eleanor L. Turnbull), Baltimore, 1940; *Reality and the Poet in Spanish Poetry*, Baltimore, 1940; *Literatura Española, Siglo XX*, México, 1940; *En busca de Juana de Asbaje*, 1940.

Frequent contributor to the principal Spanish literary reviews since 1915; *España*, *La Pluma*, *Índice*, *Revista de Occidente* etc. Director of *Índice de Literatura Contemporánea* published by the Centro de Estudios Históricos. Advisory Editor of *Modern Language Notes*.

FEDERICO SÁNCHEZ Y ESCRIBANO.

A.M., University of Michigan, 1926; Ph.D., University of California, 1933; Instructor in Spanish, Ohio State University, 1923–24; Instructor in Spanish, University of Michigan, 1924–27; Instructor in Spanish, University of Washington, 1927–29; Associate in Spanish, University of California, 1929–34; Assistant Professor of Spanish, Connecticut College, 1934–1939; recipient of a grant by The American Council of Learned Societies, 1935–36; Associate Professor of Spanish, Connecticut College, 1939—; Middlebury Spanish School, 1936–37–38–41–42.

Author of: *Una biografía desconocida de Juan de Mal Lara*, *Hispanic Review*, 1934; *Algunos aspectos de la elaboración de la Philosophía vulgar*, *Revista de Filología Española*, 1935; *Manifestación moderna y nueva de la apócope en algunas voces* (in collaboration with Miss Zelmira Biaggi), *Hispanic Review*, 1937; Also articles in *Hispania* and *Hispanic American Historical Review*. Co-editor of Fernán Caballero's *La Gaviota*, Heath, 1931; *Dos notas sobre el erasmismo*, *Hispanic Review*, 1941; *Juan de Mal Lara–Su vida y sus obras*, New York, 1941.

A Language Class

THE COURSES OF STUDY

The courses of the Middlebury Spanish School are planned for teachers of Spanish and students who have acquired some proficiency in the language. With the exception of certain basic courses, which are offered every summer, the program changes yearly in a cyclic form, giving the student an opportunity to cover thoroughly in a period of four years, the fundamental phases of Spanish thought and letters.

In order to coordinate better the program of studies, the courses have been arranged in groups. Candidates for an advanced degree will be required to take at least one course in each group in fulfilling their residence requirements.

The utmost cooperation will exist between the Spanish and the French and Italian Schools, thus offering unusual advantages to students in the Romance Language field.

I. Language

A. BEGINNERS' COURSE.

The fundamentals of Spanish grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

This course is open only to students in the other Middlebury schools who wish to begin the study of Spanish. *It is not open to members of the Spanish School, and will not count for graduate credit.* (See page 6.)

Daily at 8:00. SRTA. BRETÓN.

B. REVIEW GRAMMAR.

A thorough and systematic review of Spanish grammar, syntax, and basic vocabulary; constant oral and written practice. This course is intended for students who have only an incomplete mastery of the language and who would be incapable of the intensive work required in Course 2.

This course will not count for graduate credit.

Daily at 8:00 and 9:00. SRTA. OÑATE.

1. ORAL WORK AND SELF-EXPRESSION IN SPANISH.

Intensive training in current Spanish designed to have the student gain assurance in self-expression in the language. Word study, oral reports on concrete topics, and a systematic building up of the conversational vocabulary will be based on readings of contemporary writers.

Daily, at 8:00, 9:00, 10:00, 11:00. SRTA. ALBORNOZ, SR. ARCE, SRTA. BRETÓN, SRTA. RUÍZ.

Reference text: Each student should provide himself with an all-Spanish dictionary.

2. ADVANCED GRAMMAR.

The aim of this course is to review systematically the fundamental principles of grammar and to train the student in the use of idiomatic Spanish. The work is essentially practical and consists chiefly of drill in oral and written sentence structure. Abundant

practice is provided in writing idiomatic Spanish and in the practical application of grammatical principles.

Daily at 8:00, 9:00, 10:00, 11:00.

Sr. Centeno, Srta. Curtis-Guajardo, Sr. Sánchez y Escribano.

Text: Tarr and Centeno, *A Graded Spanish Review Grammar with Composition*, (Croft and Company).

Note: A written test will be given early in the course. According to this test, students will be assigned to the proper section of this course or to Course B.

3. ADVANCED COMPOSITION.

This course is intended for persons who have mastered the fundamentals of Spanish. It will comprise the discussion of Spanish style and the application of grammatical principles. A good part of the course will be devoted to the study of idiomatic constructions and to a thorough analysis of free compositions.

Daily at 9:00, 10:00. Sr. Neale-Silva.

Text: *Present Day Spanish* (revised edition, 1941) by Bernard Levy, The Dryden Press.

4. PHONETICS.

A scientific and practical study of Spanish phonetics. The aim of this course is to point out the general concept of correct Spanish pronunciation and to improve the pronunciation of the individual student. Intensive oral training and practical exercises.

Daily at 10:00. Sr. Lazo.

Text: T. Navarro Tomás, *Manual de pronunciación española*, 4th ed., Madrid, 1932.

6. SPANISH MEDIEVAL READINGS AND PHILOLOGY.

A survey course on the fundamentals of Spanish philology supplemented by and studied through readings of medieval texts—: *El poema del Cid*, *El Conde Lucanor*, *El libro de Buen Amor*, etc. Emphasis will be laid on the origins of the epic and lyric poetry and on how the works read reflect social and economic ideas and ideals.

Daily at 8:00. Sr. Sánchez y Escribano.

7. STYLISTICS.

This course will present the main characteristics of the Spanish language from the vital, psychological and cultural points of view rather than from a grammatical approach. The stylistic analyses will be based on studies of such material as folk-songs and passages from the works of Cervantes, Quevedo, Unamuno, Antonio Machado and García Lorca.

Daily at 9:00. Sr. Centeno (Augusto).

II. Methods

10. METHODS OF TEACHING SPANISH.

The purpose of this course is to give practical solutions to the common problems encountered by teachers of Spanish in their class-room work. Among other activities this course will comprise discussions of syntactical problems, vocabulary building, idioms, oral and aural Spanish, preparation of examinations, cultural content of the Spanish curriculum, teaching aims, teaching devices, use of realia, outside reading problems and bibliographical sources. An integral part of the course will be the discussion of pertinent publications in current magazines and reviews.

Daily at 11:00. Sr. Neale-Silva.

III. Civilization

12. ANCIENT AND MEDIEVAL SPAIN.

In this course the history of Spain will be studied from the early ages to the period of the Catholic Kings with reference to the political, social and economic development. Particular emphasis will be placed on the influence of Spain on the Roman Empire and on Islam, and on the evolution of monarchy in the Christian Kingdoms. Importance will be given to the role of geographic and racial elements and their contribution to the individual activity, to the evolution of ideas, institutions, art and customs.

Daily at 9:00. Sr. Casalduero.

It is recommended that students planning to take this course read in advance some standard text such as Aguado Bleye's *Historia de España* or Altamira's *Historia de España.*

14. SOCIAL, ECONOMIC, AND INSTITUTIONAL BACKGROUND OF THE CONTEMPORARY HISPANIC AMERICAN.

A study of the evolution of the Hispanic American peoples. It will deal, to the extent of serving as a basis for the comprehension of present day conditions, with the geographical setting of Hispanic American society, its indigenous and European heritage, and its cultural development. Particular attention will be devoted to the political ideas and experimentation leading to the present institutional forms, and to the outstanding issues, racial, economic, and political, in the life of the various nations of Hispanic America and in their relations with one another and with the United States. Preference will be given to the broader collective problems over those having a restricted national or local incidence.

Daily at 11.00. Sr. Arce.

Texts: A printed syllabus, with assigned reading and bibliographical references, will be available at the Spanish bookstore.

16. HISTORY OF SPANISH AND HISPANO-AMERICAN ART.

A study of the outstanding creations of Art, and the prevailing Art theories and tastes, from the 15th through the 18th century, in Spain and during the Spanish colonial period; the Art creations and tendencies during the 19th and 20th centuries.

It is advisable for students taking this course to read in advance such standard texts as: Enrique Lafuente: *Breve Historia de la Pintura Española* or A. L. Mayer: *La pintura española*; Andrés Calzada: *Historia de la Arquitectura Española*; Miguel Solá: *Historia del Arte Hispanoamericano.*

Daily at 8:00. Sr. López-Rey.

18. MAIN FEATURES OF SPANISH CIVILIZATION.

A study of Spanish national character as expressed in everyday life, history, and literature. Some of the problems studied in class will be—: *el hombre de carne y hueso*; Spanish *soberbia*; individuality versus personality; fantasy and imagination. The class work will consist of lectures and discussions on assigned readings.

Daily at 10:00. Sr. Centeno (Augusto).

19. THE EVOLUTION OF CARIBBEAN AMERICA.

The study of the historical and cultural development of that portion of Hispanic America bordering on the Caribbean Sea, the meeting ground of every European current in America and of the three races. Emphasis will be laid on the formation of the peoples of the West Indies and northern South America, their colonial experience,

race mixtures, economic development, and cultural role. Attention will be devoted to the place of Caribbean America in the spiritual life of the Spanish-speaking world. Attention will also be given to the present strategic and international importance of the area.

Daily at 12:00. Sr. Pattee.

IV. Literature

20. THE VISION OF MAN AND OF HUMAN VALUES IN SPANISH LITERATURE.

Those classical works which have human types of universal character, and which reflect the struggles and peripetias of the Spanish conception of man and his relation to the world, will be read and studied. The masterpieces of Spanish literature, from the *Poema del Cid* to the XIX century, will be presented in such a way as to give the student a survey of the literature based on the most outstanding authors.

Daily at 11:00. Sr. Salinas.

22. SPANISH THEATRE OF THE 16TH AND 17TH CENTURIES.

The plan of this course is: A brief outline of the Spanish theatre of the Medieval Ages, a study of the different tendencies of the dramatic activity of Spain during the 16th and 17th centuries, a characterization of the different epochs of its evolution and of the authors who, with Lope de Vega and Calderón de la Barca, contributed to the creation of the national theatre.

Daily at 8:00. Sr. Casalduero.

24. MODERN AND CONTEMPORARY SPANISH THEATRE.

A study of the evolution of the theatre from the beginning of the nineteenth century to the present time. The special character that the diverse trends of modern theatre take on reaching Spain in the Romantic period, the neo-romanticism of Echegaray, the realism of Galdós, the cosmopolitanism of Benavente.

Particular consideration of the comic theatre. The persistence of the *sainete*, its transformations and its influence on other genders.

The new horizons of the poetic theatre.

Daily at 9:00. Sr. Díez-Canedo.

30. SPANISH AMERICAN NOVEL.

A comprehensive survey on the growth and trends of the Spanish American novel up to the end of the nineteenth century; a study of the representative authors and tendencies of the contemporary period. Analysis of technique, lectures, discussions and readings of the most important novels.

Daily at 11:00. Sr. Lazo.

32. THE LYRIC POETRY OF RUBÉN DARÍO.

The purpose of this course is to study the essential theme, discernible among the circumstantial themes, of the lyric poetry of Rubén Darío. The class work will be based on aesthetic and stylistic commentaries of those poems where the diverse themes of his lyric are most clearly expressed. These commentaries will also include the most important problems relative to Modernism and the contemporary poetry of Ibero-America.

Daily at 12:00. Sr. Salinas.

34. FLORENCIO SANCHEZ AND THE THEATRE OF LA PLATA.

This course will study the complete works of the Uruguayan dramatist in relation to the theatre of the whole continent. Particular attention will be devoted to the following themes: the theatre of Florencio Sánchez as a vital example of the influence of the Spanish theatre; its aspiration toward a broader type of theatre; and its interest in the locale, in the characters, and in national problems.

Daily at 10:00. SR. DÍEZ-CANEDO.

Reading Lists A detailed list of texts and required reading for all courses will be furnished on request to the Director.

Credits Two credits or semester hours will be allowed for each daily course. (See *Credits* on pages 6–7.) Course 1 may, with the consent of the Director, be taken a second summer for credit, since the material of this course is varied each year.

Other Schools In accordance with the close cooperation established with the schools of French and Italian, it is permissible for regularly enrolled students in the Spanish School to visit courses in French and Italian, without charge. Members of the Spanish School may also enroll for credit in French and Italian courses, on payment of a fee of $10 for each course. The reciprocal arrangement is made for members of the French and Italian schools. Permission for such special enrollment must be secured from the heads of both schools concerned. Credits earned in the Spanish School may be counted toward the Middlebury Master's degree in French and Italian, subject to any special requirement of the latter schools.

Books General supplies and text books published in this country may be purchased in the College Bookstore. In addition, the Spanish School has a small bookstore opened only at fixed hours in Hepburn Hall. Here students may secure, at very low prices, those books printed abroad which are used as texts in some courses, and other Spanish books dealing with contemporary literature.

Students are advised to provide themselves before coming with an all-Spanish dictionary, such as Calleja's *Diccionario Ilustrado*, or *El Pequeño Larousse Ilustrado*, Heath and Co.

Library The Spanish Library consists at present of over 5,000 titles comprising such subjects as language, literature, history, and civilization. During the past years, the library has been the recipient of gifts from the Centro de Estudios Históricos, the Junta de Relaciones Culturales, the Academia de la Historia de Cuba, the Hispanic Society of America, and

In the Spanish Library

the Secretaría de Educación Publica de México. Several anonymous gifts have also been received. The most representative periodicals of Spain and Spanish America, as well as publications in this country dealing with the Spanish language and literature, are received.

LIFE IN THE SCHOOL

Use of Spanish The only language used in the school is Spanish; therefore, *no student will be admitted to the school unless he is able and willing to use only Spanish while in attendance.* Each student is required to *pledge his word of honor* to observe this rule of no English, and it is with this condition that the Director admits each student to the school. Only the Director may grant temporary release from this rule, upon occasions which may warrant it. The Director reserves the right to dismiss students who willfully break this rule.

Students are asked to refrain from reading newspapers that are in English, and they should not have such newspapers sent them from their home town or city. The most important Spanish newspapers are received at the school and are at the disposal of the students in the social hall of the Spanish House. The students are requested to subscribe, upon their arrival, to a Spanish newspaper for the period of the season.

The Spanish House One of the most attractive features of the school is the friendliness which exists between the faculty and students, in no small measure due to the fact that all students, as well as the Director and instructors, reside in Hepburn Hall. Built on the highest point of the campus, it commands views of exceptional beauty and grandeur.

The rooms are *en suite* with a study for each two students. All bedrooms are single, and each suite is connected with a lavatory. Every floor has two separate shower-bath rooms with three showers each.

Connected with the main structure by a loggia is the building containing the commons and the Social Hall, where most of the social gatherings of the school take place. This hall serves also as a general assembly and lounging room for the students and instructors.

A spacious and delightful garden surrounds the southern exposure of the Spanish House where students are free to lounge and study at will.

There is a graduate nurse on regular duty on the campus within the reach of every student. The students may feel that they are amply protected in case of emergency.

The Spanish Dining Room The hum of conversation in the Spanish dining room is natural and spontaneous. Students quickly forget their shyness of a foreign language at meal hours when guided by understanding instructors who preside at each table. In order that the students may get better acquainted with each other and with the various instructors, they are required to change tables according to a system of rotation.

Regularly enrolled students in the French and Italian Schools who have a knowledge of Spanish may, with the permission of the Director, arrange to have some of their meals in the Spanish dining hall if an exchange can be effected.

Lectures Every Monday evening at seven o'clock in Munroe 303 a lecture will be given by some member of the faculty or a guest lecturer. All members of the school are urged to attend.

Activities The activities outside of the recitation room constitute an important feature of the life of the student while attending the Spanish School. These activities are designed not merely to furnish entertainment and relaxation, but also to give the student an opportunity to become better acquainted with various manifestations of Spanish customs and life.

Weekly programs are planned at the beginning of each week and are arranged so as not to interfere with the student's study and relaxation. These short programs include the following subjects: dance or musical

recitals; dramatic or literary entertainments; readings, or informal talks by members of the faculty; Spanish games and plays; folk songs and dances; and Spanish moving pictures.

Under the direction of Srta. Sofía Novoa, regular classes in Spanish and Spanish American folk-songs and folk-dances will be offered on week-day afternoons. Particular emphasis will be given to the application and adaptations of this material to Club Work. No credit will be allowed and regularly enrolled students of the French and Italian Schools are invited to join the group.

The annual Literary Competition will be held again this summer offering a cash prize of twenty-five dollars. Full details will be furnished at the beginning of the session.

OTHER INFORMATION

Arrival Beginning Friday morning, July 3, students will be met at the station by a Spanish School representative who will direct them to taxis and assist with arrangements for luggage.

As soon as possible, students should report at the office of the Director in Painter Hall to register for their courses and receive other information.

The first official assembly of the Spanish School will be held at the Social Hall of the Spanish House, Sunday evening, July 5 at seven o'clock. All students are required to attend. Classes will begin at eight o'clock, Monday morning, July 6. See also page 10.

Consultation During the entire summer the Director will hold regular consultation hours at his office in Painter Hall, from 10 to 12, and from 2 to 3 daily. Arrangements may be made with his secretary for special consultations at other hours.

Scholarships Three scholarships of fifty dollars each will be awarded this summer. Only students who have never attended the Middlebury Spanish School, and who would be unable to attend without such financial assistance, are eligible. These scholarships will be awarded on the basis of need, merit, and scholastic promise. Application should be made to the Director before June 1.

Self Help In addition to the scholarships a limited number of students are provided an opportunity to defray part of their expenses–free board –by acting as waiters and waitresses in the Spanish dining hall. A fluent speaking knowledge of Spanish is essential to be granted one of these

positions. Those interested may write to Miss Mary C. Dutton, Dietitian Middlebury College, Middlebury, Vermont, for information and application blanks.

Mail to Students In order to insure prompt delivery of their mail, students should have all letters and other mail matter addressed in care of the Spanish School, Middlebury, Vermont.

Correspondence Communications regarding admission, courses, credits and other academic information may be addressed to Prof. Juan A. Centeno, Director of the Spanish School, Middlebury College, Middlebury, Vermont.

Correspondence concerning fees and transcripts should be addressed to Mrs. Pamelia S. Powell; and concerning room reservations, to Miss Virginia Ingalls, Office of the Language Schools, Middlebury College, Middlebury, Vermont.

In the Spanish Garden

BEGINNING PORTUGUESE

For the first time, a course in Beginning Portuguese will be made available this summer to all regularly enrolled students of the Modern Language Schools.

This course will be especially adapted for students who have a good knowledge of one of the other Romance languages. The work of the course will include the fundamentals of Portuguese grammar; drill in correct pronunciation; dictation; conversation; reading of modern short stories and plays.

Further information may be secured from

LANGUAGE SCHOOLS OFFICE, MIDDLEBURY COLLEGE

MIDDLEBURY, VERMONT

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Bread Loaf School of English

Middlebury College

MIDDLEBURY, VERMONT

JULY 1 TO AUGUST 13, 1942

H. G. Owen, *Director and Dean*

A graduate school limited in numbers, offering a wide selection of courses in literary history, the art of writing, and play production, all leading to the M.A. degree. Bread Loaf provides a unique opportunity for combining a summer vacation in the heart of the Green Mountains with study under nationally famous instructors.

FACULTY: George K. Anderson, Brown University; Raymond Bosworth, Simmons College; Reuben A. Brower, Amherst College; Donald Davidson, Vanderbilt University; Elizabeth Drew; Walter E. Houghton, Jr., Wellesley College; Hewette E. Joyce, Dartmouth College; Perry G. Miller, Harvard University; Hortense Moore, Ohio Wesleyan; Theodore Morrison, Harvard University; John Crowe Ransom, Kenyon College; Donald A. Stauffer, Princeton University; Dorothy Boyd Thomas; James Southall Wilson, University of Virginia.

LECTURES AND ENTERTAINMENTS: Robert Frost, Marjorie Nicolson, Erwin Panofsky, Edward Weeks, Elisabeth Schumann, French School Trio.

COURSES: The Philosophy of Literature and the Fine Arts, The Analysis of Poetry, Greek Literature in English, The Development of English Thought in Art and Literature, Seminar in Writing, Play Production, Principles of Literary Criticism, Chaucer, English Epic, Romance, and Balladry, Milton, Shakespeare, Spenser and the Elizabethans, The Metaphysical Poets, English Poets of the Romantic Movement, The Modern English Novel, The Nineteenth Century English Novel, English Literature from 1880 to 1914, Thought and Expression in Victorian Prose, The Social and Intellectual Backgrounds of American Literature to 1860, American Ballads, Folk Songs, and Folk Tales, Contemporary English and American Poetry, Romanticism in American Literature, 1800 to 1860.

BREAD LOAF INN: The residence of the School and Conference is an old Inn, which accommodates transient or permanent guests, who are admitted to lectures and entertainments and, upon payment of a fee, to classes.

Further information may be secured from
H. G. Owen, *Director and Dean*